Mid-Career Teacher Motivation and Implications for Leadership Practices in Secondary Schools in Cyprus

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TO DESPO AND GEORGE

STATEMENT OF ORIGINAL AUTHORSHIP

The work in this thesis has not been previously submitted for a degree or diploma at any other higher educational institution. To the best of my knowledge and belief, this thesis contains no material that has been previously published or written by another person, except where due reference is made.

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ABSTRACT

Teacher motivation can be conveniently interpreted within a framework of motivation theories that are related to the fulfilment of needs (Herzberg, 1968, Maslow, 1954, McClelland, 1961). This thesis argues that mid-career teachers' motivation is context-specific and relates to the fulfilment of teachers' needs. Grounded in phenomenology and drawing on semi-structured interviews with twelve mid-career teachers, six headteachers, and six focus groups with thirty-eight students in six lyceums in Cyprus, this qualitative study presents the factors that can motivate secondary teachers with 11 to 20 years of teaching experience to become (more) active in their schools. These factors which constitute the key findings of my study and the contribution of my study to the field of teacher motivation are: the 'moderators': recognition, inspection for evaluation, personal life, and experience; and the 'needs motivators': satisfaction, collaboration, fairness, and decision making. The 'moderators' may determine the extent to which teachers' 'needs motivators' are fulfilled. This study makes a significant contribution to policies designed to enhance leadership practices related to the motivation of mid-career teachers.

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KEYWORDS

Teacher motivation, mid-career teachers, needs, interpretivism, phenomenology, survey, semi-structured interviewing, focus group.

CONTENTS

LIST OF DIAGRAMS

LIST OF FIGURES

LIST OF TABLES

PREFACE

Given that I have worked in the public sector for 23 years in secondary education, I am a late career teacher. As a mid-career teacher, I worked in the context of a lyceum in Cyprus, where I could not help but notice a certain sense of apathy that pervaded many of my mid-career colleagues working in that same school setting. Those teachers' levels of apathy, translated into inactivity in the classroom and within the workplace at school, did not carry the potential to affect my own levels of motivation. My high sense of motivation, which was derived from my love of teaching and commitment to serve my students' learning needs, was transformed into experimenting with new methods of teaching in the classroom, as well as into engaging in nonteaching activities in the workplace at school. The energy that I invested in these teaching and nonteaching activities was sustained and enhanced by the high levels of enthusiasm that my students brought to those activities. Their levels of enthusiasm acted to both nurture and enhance my motivation to work harder; thus, I was reaping rewards from my students' gratitude for learning.

My volunteerism for initiating nonteaching activities in the school workplace had always been approved by the headteachers of the school, though I have to admit that I experienced a sense of indifference towards my activity on the part of the headteachers, as they were nearing retirement age. I also have to admit that I experienced a certain sense of indifference to my activities from my colleagues, who appeared to be guided by a narrow school-based and classroom-based perspective, which seemed to solely value the day-to-day practicalities of teaching. Having perceived my colleagues' indifference to my activities as a form of apathy, I was infused with a desire to identify the factors that would provide

them with the power to motivate them to be (more) active in their work at the school. My desire eventually evolved into the flesh and bones of my current study, which investigates the reality of mid-career teacher motivation in secondary schools in Cyprus, while also seeking to determine the implications of the findings of this investigation for motivational leadership practices in general.

CHAPTER 1: THE RESEARCH PROBLEM

1.0 INTRODUCTION

The aim of this chapter is to explain why I seek to investigate the phenomenon of mid-career teacher motivation in secondary schools in Cyprus. To achieve this aim, I first outline the thinking process that led to the development of the research problem that is central to this study, and I then relate the research problem to teachers' career phases and the policy context of Cyprus. This is followed by a discussion of the purpose and significance of the study before stating the key research questions of this endeavour.

1.1 THE THINKING PROCESS BEHIND THE RESEARCH PROBLEM

What began as a personal concern about a certain 'apathy' that pervades many of the teachers who have been working for at least ten years in secondary schools in Cyprus prompted me to undertake this research on mid-career teacher motivation. According to Evans (2002), mid-career teachers are those with a working experience of at least ten years. As secondary school teachers in Cyprus enter teaching somewhat later in their careers, I would define mid-career teachers in Cyprus as those with 11-20 years of teaching experience. Having perceived 'apathy' as an existing problem among mid-career teachers, I describe and explain the problem through a personal conceptualisation, supported by pertinent ideas drawn from previous research in this field.

‘Mid-career teacher apathy’

‘Mid-career teacher apathy’, I wish to argue, is a state of mind where mid-career teachers assess their teaching role and career, and end up feeling dissatisfied. Teachers’ dissatisfaction can then be translated into inactivity which comes from an indifference to any form of engagement with educational work in the workplace and classroom. ‘Apathetic’ teachers are the ones who are reluctant to invest more of themselves into the work of the school. Mid-career teachers’ reluctance to put more effort into school activities and into teaching seems to be the outcome of the assessment process, which they go through. Such a process rests on a comparison between the work that teachers have done, and the extent to which their needs have been fulfilled by the time they reach their mid-career phase. A perceived incongruity between the work that has been done and the teachers’ fulfilment of their needs can generate apathy.

Described by Harris (2007) as a draining force, apathy might be the opposite of motivation, which is an energetic force (Pinder, 1998). Apathy may suggest that the school climate is often hostile and teachers suffer from anxiety, which is linked to stress, the experience of negative emotions, such as nervousness, disappointment, and resentment (Kyriacou, 1987). The phenomenon of ‘mid-career teacher apathy’ can be related to ‘mid-career teacher crisis’, during which mid-career teachers reconsider and reorganise their teaching role, and the direction of their professional and personal life (Prick, 1989). ‘Mid-career crisis’ suggests school disorganisation and teacher disempowerment (Ingersoll, 2003). ‘Disorganisation’ propounds the notion that teachers’ performance is poor because they are not tightly controlled. ‘Disempowerment’ suggests that teachers’

performance is poor because they react against being tightly controlled and they express their need for autonomy and engagement. This contradiction highlights the diversity of leadership styles among schools, and that school leadership constitutes a major influence on teacher motivation (Evans, 1998).

'Disorganisation' and 'disempowerment' might be issues responsible for the phenomenon of the 'second school' that persists in the societal context of Cyprus. The 'second school' is a term widely used for the extra classes that lyceum students (discussed on p. 23) attend in the afternoon. These are lessons that prepare students for the Pancyprian examinations[1] in order to enter university; they are the same as the lessons provided to them in the morning. The 'second school' might serve to confirm that there is 'apathy' on the part of mid-career teachers who are mostly employed in lyceums, and it might indicate that there is concern about teachers' performance on the part of parents and students. It shows that parents want their children to acquire knowledge that would enable them to secure a position at a university of their choice. The 'second school' further serves to justify parents' mania for their children's high marks, which yield good overall marks on the lyceum certificate and provide students with the opportunity to study at a good university in the United Kingdom or elsewhere.

Mid-career teachers' apathy is translated into teachers' inactivity at school. Since inactivity suggests a lack of energy, teachers' apathy could be overcome through motivation because motivation implies being re-energised.

[1] Pancyprian examinations serve as High School leaving certificate examinations and as entrance examinations for public universities in Cyprus and Greece.

Motivation

When motivation is considered as a deterrent to apathy, the focus is placed on the power of the energy it encompasses. I understand motivation as a force capable of raising or sustaining the energy levels that teachers have when starting out at a job, especially at times when they feel that their work situation fails to meet their needs as teachers. In their definitions of motivation, Pinder (1998) and Griffin and Moorhead (2010) identify energy as a key determinant of people's behaviour. Motivation is defined as 'a set of energetic forces that ... initiate work-related behaviour' (Pinder, 1998, p. 99). Motivation 'leads people to behave in particular ways' (Griffin and Moorhead, 2010, p. 83). Hanson (2003) regards energy and goal setting as being inherent to motivation, and considers motivation as 'an inner state that energizes, moves, channels, and sustains behaviour toward goals' (p. 190).

These definitions of motivation lead to two suggestions. First, 'motivation' is the key to fight teacher 'apathy' and enhance teacher 'activity' by leading people to set goals and work towards the achievement of those goals. Goal setting can improve performance when the person places greater emphasis on activities that lead to the achievement of these goals (Hean and Matthews, 2007), which suggests that there should be high levels of effort and persistence.

Second, teacher motivation can be linked to leadership practices. Since activity and goal-setting both occur within the context of the school, and given that teacher motivation is influenced by contextual factors (Day, Sammons, Stobart, Kington and Gu, 2007; Day, Stobart, Sammons, Kington, Gu, Smees and

Mujtaba, 2006; Evans, 1998), leadership is a key situated influence on teacher motivation:

> Whether it was the extent to which it enabled or constrained teachers, created and fostered school professional climates ... the leadership effected by their headteachers was clearly a key determinant of how teachers felt about their jobs.
>
> (Evans, 1998, p. 118)

These suggestions created two implicit questions in my thinking process: 1) what do teachers need in order to raise their sense of motivation?; and 2) what kind of leadership practices would enable teachers to become (more) highly motivated? These two implicit questions became explicit in the title of my thesis: Mid-career teacher motivation and implications for leadership practices in secondary schools in Cyprus.

The above-constructed title sets up mid-career teachers as the most significant group of people that can provide me with insights through their voices, feelings, and beliefs regarding the factors that motivate them to be active in their workplace. The rationale for this study also suggests that it would be important to include the voices of school leaders and students. School leaders can relate teacher motivation to leadership practices, while students can link teacher motivation to teachers' instructional practice and classroom climate. Therefore, the research sample for this investigation on teacher motivation, for the most part, comprises mid-career secondary school teachers, secondary school headteachers, and secondary school students in Cyprus.

1.2 THE RESEARCH PROBLEM AND CAREER PHASES

The research problem, which basically concerns mid-career teachers' motivation, has led me, in order to identify the 'mid-career' phase within this context, to explore the career phases that secondary teachers typically go through in Cyprus. To achieve this, I drew upon three sources of evidence: 1) literature, which would identify career phases and factors influencing teachers in these phases, as applied by other researchers; 2) policy, which would show teachers' influences from the educational context according to my knowledge of the relevant policy and literature; 3) empirical data, provided by the three groups of research participants via an interview and a discussion process. The three sources of evidence enabled me to form a clearer picture of the phases that teachers go through during their professional life and the factors that influence them during each phase, and to position mid-career teachers within a specific phase. Accordingly, I first reviewed the relevant literature to identify the different career phases, as highlighted by other studies (Crosswell, 2006; Day et al., 2007; Huberman, 1993; Prick, 1989).

Applying Day et al.'s (2007) categories, which are used in their study of over 300 teachers (VITAE)[2], in my study, mid-career teachers would be classified into a professional life phase with teachers who had been teaching for 8-15 years ('managing changes in role and identity: tensions and transitions') (Day et al., 2007, p. 82), and into a professional life phase with teachers who had been teaching for 16-23 years 'work-life tensions: challenges to motivation and commitment') (Day et al., 2007, p. 87). In Huberman's (1993) study, mid-career

[2] Variations in Teachers' Work, Lives and their Effects on Pupils (Day, C., Sammons, P., Stobart, G., Kington, A. and Gu, Q., 2007).

teachers would belong to the phase of ‘diversification, activism and reassessment’, which includes teachers with 7-25 years of teaching.
The mid-career teachers in my study correspond with teachers who have ‘extended experience’, as per a study by Crosswell (2006), in which the author investigated teacher commitment. In Crosswell’s (2006) study, these teachers had ten years of experience or more, due to anxiety about teacher commitment levels tumbling over the length of their career, which is similar to my concern about mid-career teacher apathy. The mid-career teachers in my study could also be categorised as being in the ‘maintenance stage’; according to Prick (1989), in this stage, Super (1957) includes teachers of 46 years of age, while according to Havighurst (1963) it applies to teachers aged 40 and extends to the end of their career.

In my study, teachers with 11-20 years of teaching experience could be included into all of the aforementioned phases and stages. From these phases and stages, I chose the one that is most fitting and appropriate for the mid-career teachers in my study, and I explain the reasons for my choice in the literature review (Chapter 2). The characteristics of the teachers and the influencing factors derived from the chosen phase or stage, coupled with the influences emergent from related policies, enabled me to construct a diagram of the phases across teachers’ professional career. That diagram is used to gather empirical data on the factors that influence the mid-career teachers in my study.

1.3 THE RESEARCH PROBLEM AND POLICY CONTEXT IN CYPRUS

After identifying the reasons for mid-teacher career teachers' apathy, it can be argued that this apathy is embedded within the context of policy. The main influences derived from this context are transition and inspection. Transition and inspection incorporate consideration of: transfer, promotion, continuing professional development, teaching hours, and the role of headteachers, and these are each explained below under the heading, 'policy'.

Policy

In such a highly centralised educational system, as occurs in Cyprus, the Ministry of Education is the policy-making body. Being responsible for the administration of education in schools, the Ministry prescribes curricula and textbooks, education laws, and goals. Apart from the Ministry of Education, there is also the Educational Service Commission, which is responsible for teachers' appointments, transfers, promotion, and the inspectorate of the public education system.

State-provided education occurs in pre-primary, primary, secondary, technical secondary, and special schools. Secondary schools are located in urban, suburban, and rural settings. There are three types of secondary schools in towns: gymnasiums, attended by 12-15 year-olds; lyceums for 15-18 year-olds; and technical schools for 15-18 year old students who want to pursue technical professions (e.g. electricians and mechanics). In suburban and rural areas, there is one lyceum and one gymnasium. If the number of students in the schools is small,

the lyceum and the gymnasium are housed under the same roof and teachers teach in both locations.

The policy issues of transition and inspection, as well as the elements contained therein (transfers, promotion, continuing professional development, teaching hours, and the jurisdiction of headteachers), all have an impact on the lives of secondary teachers (as in many other contexts). The interconnection between transition and inspection and their encompassed elements can help ensure the fulfilment of teachers' needs or account for mid-career teachers' apathy.

Transition

Between appointment and retirement, teachers generally go through four transitional phases: contract, probation, stabilisation, and promotion; however, not all teachers gain promotion. When secondary teachers are appointed they are normally given a temporary employment contract for a year. They are sent to rural or suburban schools if there is no post available in their home town, and they change schools annually. When posts become available, the teachers with more transfer points than other teachers in the same subject area are transferred to a given town. Transfer points are accrued on the basis of the distance between teachers' home town and school (workplace). The further away the school is from the teachers' home town, the more points they are awarded. Having been transferred to town, teachers normally teach in gymnasiums or technical schools at first because the posts in lyceums are usually covered by more experienced teachers.

This policy issue made me seek the sample for my study among urban lyceums, which mostly accommodate teachers with 11-20 years of experience. When a post opens up in a school of the teacher's choice, a teacher can apply for the post and he or she may then be transferred there. The teacher can work in that school for eight years before being moved to another school.

Teachers with temporary contractual status are required to attend a pre-service training course at the Pedagogical Institute for a year, and if successful in the required examinations, they are then awarded a certificate of pre-service training, which serves as a key to probation. The transition that follows probation is stabilisation, a categorisation that I have made. Training courses offered by the inspectorate to teachers with stability status are optional. Lack of continuing professional development, which could meet teachers' growth-related needs, contributes to the mid-career teachers' apathy. The stabilisation phase is followed by promotion. Newly promoted headteachers and assistant headteachers attend compulsory training courses once a week for a year.

When teachers get a promotion, they have to change school. Their new school setting is determined by the transfer points. Given the possibility that a teacher may be transferred to a rural school, teachers sometimes avoid applying for promotions. Teachers' concern about a possible rural school transfer, together with the fact that they are usually between 50 and 54 years old when they apply for promotion (they have 20 years of teaching experience and more), may aggravate any feelings of apathy they might be experiencing.

Variations in teaching hours are attributed to teachers' years of experience. From their first appointment until the end of their eighth year, teachers teach for 24 hours per week. In the period of 9-16 years of service, they teach for 22 hours, and between 17 and 20 years' service, they teach for 20 hours per week. Having completed 20 years of teaching, they then teach for 18 hours on a weekly basis. Further variations in teaching hours occur with promotion to leadership roles. Assistant headteachers (B) teach for 14 hours, and assistant headteachers (A) teach for 12 hours. Headteachers used to teach for 4 hours, but as of 2010, their role has been one of non-teaching leadership.

The headteachers' role is to direct and supervise assistant headteachers and to delegate responsibilities to teachers, including handling school discipline matters and administration tasks (e.g. students' attendance record keeping) (OELMEK, 1999). Headteachers have no say on teachers' transfers or teaching hours, but they seem to have a say in teachers' inspection.

Inspection

For each level of education (pre-primary, primary, secondary), there are inspectorates responsible for the inspection and evaluation of teachers. In secondary education there are different inspectors for each subject (e.g. philology and mathematics). There is no inspection licensing newly appointed teachers or teachers on temporary employment contract to teach. Teachers are inspected for stability status in the period between their fourth and eighth years of teaching (early-career) when they are on probation. This kind of inspection takes place twice a year for two consecutive years, and serves as a means for teachers'

stabilisation. It takes the form of an ‘informal’ process because no mark is given to teachers. A more formal process of inspection for evaluation starts when teachers have completed ten years of teaching. They are inspected and marked in their eleventh year of teaching for the first time (mid-career). This kind of inspection process comprises two teacher observations in the evaluation year. These evaluations take place every two years until a teacher’s retirement. Teachers usually go through five or six inspections before they are promoted (late-career phase).

Teachers are first promoted to assistant headships (B) and then to assistant headships (A). Promotion is based on the marks teachers receive from their evaluations, additional academic qualifications, seniority (years of teaching experience), and success in an interview, which evaluates teachers on a scale of 0-5 and is conducted by the Educational Service Commission. After having been in the position of assistant headteacher (A) for at least two years, teachers can be promoted to headships. Teachers, assistant headteachers, and headteachers are evaluated by inspectors on a scale of 0-40 according to four factors:
1) professional training; 2) job effectiveness; 3) organisation, administration, and human relations; and 4) behaviour and activity. Evaluation scores and seniority are the criteria that carry the most weight in terms of teachers’ promotion; a lack thereof accounts for mid-career teachers’ apathy. Mid-career teachers are generally disappointed with a system that requires them to be patient and get old before being promoted, especially when it takes no serious consideration of teachers’ competence into account (Pashiardis, 2004; UNESCO, 1997).

Headteachers have to write an evaluation report for teachers undergoing inspection. This evaluation practice places great value on the headteacher's subjective judgement. If headteachers end up providing a biased portrayal of the teacher to the inspectorate, they will definitely affect the teacher's promotion prospects accordingly. Consequently, the opinion of headteachers may contribute to teachers' mid-career apathy. In addition, Zembylas and Papanastasiou (2006) state that inspectors might give a higher mark to teachers who belong to the same political party as they do, and to teachers who are their relatives. Based on interviews conducted with 52 teachers and managers in 17 schools (elementary and secondary), Zembylas and Papanastasiou's (2006) study investigated sources of satisfaction and dissatisfaction among school personnel in Cyprus. The limited amount of research into sources of job satisfaction among teachers, and a dearth of research reports on teachers' motivation in the Cypriot context obviously place greater emphasis on the purpose of my research and further highlight its significance.

1.4 THE PURPOSE AND SIGNIFICANCE OF THE STUDY

The purpose of this study is to identify the factors that have the potential to motivate mid-career teachers and make them active in their work at school. Analysis of those factors is expected to shed light on the leadership practices that can best motivate teachers by contributing to the fulfilment of their needs at work. Evans (2002) notes the necessity of paying attention to the needs of mid-career teachers, who are vulnerable to 'de-motivation (boredom, loss of enthusiasm, diminished job interest) and a levelling off of performance' (p. 11).

The significance of my study relates to mid-career teachers' abilities to make valuable contributions to their work environment, and to students' development through sound practices that are intellectually and pedagogically based. It is worth motivating teachers because they transfer knowledge and values to students; in addition, mid-career teachers' knowledge and values are enriched with years of experience. Such teachers could potentially be very effective in the classroom. Mid-career teachers can contribute to children's growth, and research into mid-career teacher motivation, such as this one, could benefit teachers, management personnel (e.g. headteachers and assistant headteachers), policy makers, students, school organisations, and society in general. A consequence of such research might well be a better understanding of the ways in which mid-career teachers can become better motivated.

1.5 THE RESEARCH QUESTIONS

This investigation into the phenomenon of mid-career teacher motivation is directed towards addressing the following research questions:

1. How do mid-career teachers, headteachers, and students interpret teacher motivation?
2. What are the characteristics that mid-career teachers, headteachers, and students associate with a 'motivated teacher'?
3. What are the needs identified as strong motivators for mid-career teachers?
4. How, if at all, are the needs of mid-career teachers met within their professional context?
5. What implications do these findings have for leadership practices?

1.6 CONCLUSION

To achieve the purpose of this study and to answer the research questions, this thesis is divided into eight chapters. In Chapter 2 I review the literature and examine research on teacher motivation. In Chapter 3 I discuss the philosophical and theoretical approaches to my research, and in Chapter 4 the methodological issues and considerations. The findings are presented in Chapters 5 and 6 and in Chapter 7 they are discussed in relation to pertinent literature. The discussion of the findings leads to implications for leadership practices and these, along with conclusions, are discussed in Chapter 8.

CHAPTER 2: LITERATURE REVIEW

2.0 INTRODUCTION

This chapter reviews relevant literature in order to gauge the results of previous research into mid-career teacher motivation. My aim is to improve my understanding of the factors that motivate mid-career teachers at the international and national levels. This understanding is expected to lead to the identification of gaps between what I know and what I need to know about mid-career teacher motivation in the context of Cyprus.

In order to achieve my purpose, I explore a number of key and relevant issues that contribute to the rationale for this study. These issues include: 1) the concept of motivation; 2) the meaning of 'leadership practices' and the associated roles of a school headteacher; 3) the impact of teacher career phases with a specific focus on the mid-career phase; 4) the characteristics of a 'motivated teacher'; and 5) the relationship between teacher motivation and the teacher's needs and goals. As part of this review, I also include a summary of key issues from an international and national (Cypriot) context in order to justify the focus on Cyprus as the case study site.

2.1 THE CONCEPT OF MOTIVATION AND ITS APPLICATION TO TEACHERS

In order to explore the concept of teacher motivation, I first examine how motivation is generally defined in research, and by discussing the relevant literature, I then focus more specifically on 'teacher motivation'.

Motivation

The word 'motivation' is derived from the Latin word for movement (movere) and is defined as 'a reason for acting in a particular way' (Oxford Dictionary, 2011). Building on this basic meaning, several writers have enriched the literature with definitions, interpretations, and descriptions of 'motivation'.

Ryan and Deci (2000b) state that motivation 'concerns energy, direction, persistence and equifinality – all aspects of activation and intention' (p. 69). Motivation energises people to set strategies towards the achievement of clearly defined goals. En route towards the achievement of these goals, people continue firmly, despite any difficulties that may stand in the way. Atkinson (1964) highlights human determination in the achievement of goals by defining motivation as the 'influence on direction, vigor, and persistence of action' (p. 2). Motivation becomes a source of means (equifinality) namely: energy, activation, persistence, effort, and enthusiasm (vigour). When people are armed with these means on their way (direction), their goals (action), which are consciously set (intention), are more likely to be achieved. Consciously set goals are embedded in voluntarism, which corroborates Vroom's (1964) interpretation of motivation as 'a process governing choice' (p. 6). As a voluntary activity, motivation might be

inspired by people's talents or love for the job, and their efforts exerted towards the achievement of these goals can thus be maximised. The idea of voluntarism and talent is encompassed in the definition of motivation presented by Campbell and Pritchard (1976), as cited in Steers, Mowday and Shapiro (2004):

> motivation has to do with a set of independent/dependent variable relationships that explain the direction, amplitude, and persistence of an individual's behavior, holding constant the effects of aptitude, skill ... and the constraints operating in the environment. (p. 379)

By posing constraints, the environment serves as a contextual regulator of an employee's motivation and places on the leaders the responsibility of creating the conditions for people to want to be active within it. Not only are leaders expected to create those conditions, but they are also expected to ensure that the factors that have the power to motivate people to become active are embedded in them. Such an expectation is highlighted by Evans (1998), who defines motivation as 'a condition, or the creation of a condition, that encompasses all those factors that determine the degree of inclination towards engagement in an activity' (p. 34). My interpretation of Evans's (1998) definition of motivation is that individuals' desire to engage in an activity may well be strengthened or weakened by the influences of a situation in a given workplace. These influences may be stronger when they meet people's needs and they may be weaker when they do not. The relationship between motivation and needs is central in some studies on motivation. Maslow (1954) claims that it is the desire to satisfy needs that determines the impetus to action, with which Nias (1989) also seems to agree: 'it is tempting to perceive motivation as the drive to satisfy needs' (p. 208).

Teacher motivation

> If school leaders and managers are to get the best out of the teachers whom they lead and manage they need to understand what makes teachers tick ... what gives them a 'buzz'; what interests and preoccupies them; what has them walking six inches off the ground; what sends them home happy and satisfied.
>
> (Evans, 1999, p. 1)

Evans (1999) presents teacher motivation as a state of mind which carries an element of causality. As a state of mind, motivation can take on the form of curiosity or it can instil in teachers a strong desire to know or learn, and it dominates or engrosses the mind of teachers with an activity (e.g. teaching). Motivation seems to be a moving force that infuses teachers with feelings of enthusiasm, excitement, thrill or exhilaration (it gives them a 'buzz', it has them walking off the ground), and induces feelings of happiness and satisfaction (it sends them home happy and satisfied). Motivation is causal in nature because it leads teachers to effectively do their jobs (it makes them tick, it gets the best out of them). The positive feelings which are encompassed in motivation can help headteachers become responsible for following practices that embrace and nurture those feelings because a lack thereof would cause teachers to be in a state of apathy.

Nias (1989) suggests that teacher motivation includes 'whatever persuades individual teachers to put more of their "selves" into their work' (p. 208). She is possibly referring to teachers' wish to maximise the expenditure of their efforts to achieve better performance or activity, and their ability to enjoy its success. Jansen (2009) describes teacher motivation as a 'motive e.g. a wish, intention or drive to engage in a specific activity' (p. 146). Nias (1989) might also refer to teachers maximising the expenditure of their efforts in order to learn and to

experience growth. This notion is supported by Sinclair (2008), who states that motivation 'involves energy and drive to learn, work effectively and achieve potential' (p. 80). As energy leads to learning, motivation applies to teachers' need for self-actualization. Motivation towards self-actualization reflects teachers' desire to reach Maslow's (1954) highest-order need for realising personal potential and self-fulfilment, and for experiencing personal growth and peak experiences. In this sense, motivation is the essence of Herzberg's (1968) 'motivators' or 'satisfiers' (achievement, recognition, responsibility, the work itself, advancement and growth) which have the capacity to move people towards greater performance and effort.

Many definitions and descriptions of teacher motivation seem to converge on the notion that motivation entails the energisation towards engagement in a specific activity and the need to achieve growth and fulfilment from that activity. Teacher motivation can serve as a determinant of their inclination towards activity, or their vulnerability to apathy. Being driven by motivation, the issues of 'activity' and 'apathy' suggest that motivation is context-specific and is therefore affected by 'leadership practices'. I go on now to identify motivation in some specific contexts before exploring the meaning of 'leadership practices'.

Teacher motivation: context-specific

The notion that teacher motivation is context-specific is supported by studies conducted within international and national contexts. I discuss some of these studies below.

Bennell's (2004) study of teacher motivation and incentives in low-income countries in sub-Saharan Africa and Asia showed that many teachers working in state schools are poorly motivated. Poor motivation, in these contexts, relates to Maslow's (1954) physiological and safety needs, which must be met before other needs can be met. This relationship is based on teachers' low pay and their struggle to safeguard their employment (Bennell, 2004), which indicates that teachers' need for survival will first have to be addressed. Also, since teachers receive 'poor incentives and inadequate controls' (Bennell, 2004, p. 3), they may feel unsafe, which places responsibility on the system. Consequently, teachers are reluctant to engage in extracurricular activities, and their teaching is criticised for being reliant on teacher-centred approaches.

Ramachandran, Pal, Jain, Shekar, and Sharma (2005) investigated teacher motivation in India and described it as poor. The teachers included in the study attributed their poor motivation to non-academic duties that are imposed upon them, a lack of encouragement, and salaries that were not received on time. Poor school infrastructure and poor quality of training were additional contributors to the teachers' low levels of motivation. The managers included in the study stated that a motivated teacher was one who 'did what he or she was told' (p. 33), and these administrators associated motivation with factors such as 'low absenteeism and maintaining discipline' (p. 34). If obedience and compliance are the values being sought by teachers, while the teaching and learning processes that are essential for students are neglected, then poor teacher motivation is the inevitable outcome for the current systems in India.

Dinham and Scott's (1996) study of teachers and school managers in western Sydney found that teachers are motivated to teach by factors such as student achievement, interpersonal relationships with students and colleagues, and collegial relationships. In that context, motivation seems to be strengthened by teachers' social needs which may act as motivators. By acting as motivators, social needs contradict Herzberg's (1968) theory where interpersonal needs (e.g. the need for relationships with peers) are identified as hygiene factors (not motivators). One reason for this may be that Herzberg (1968) sees interpersonal relationships as a starting point of motivation.

By reporting the results of research into career motivation and satisfaction among over 3,000 teachers and managers in four developed Anglophone countries (Australia, England, New Zealand, and the USA), Scott, Stone, and Dinham (2001) state that teachers' 'satisfiers' rest on their desire to work with children and contribute to students' development. The reported teachers' 'dissatisfiers' refer to the impact of social disruption, public mistrust, disrespect for teachers' professionalism, and lack of collegial relationships. Low teacher motivation in these countries may be attributed to a disparity between motivation upon entering and after entering the job. Teachers in these countries enter the teaching profession, highly motivated by 'altruism and activism' (Scott, Stone and Dinham, 2001), but gradually they derive a sense of hostility from society, and they also experience a sense of negativity owing to a lack of appreciation from parents and colleagues. The discrepancy between the teachers' altruistic motivation and their perceived respect suggests that internal sources of motivation should prevent teachers from being demotivated.

Zembylas and Papanastasiou (2006) found that Cypriot teachers are motivated by intrinsic sources of satisfaction which are associated with the teaching itself, such as working with children, making a contribution to society, and achieving personal and professional growth. Being intrinsically motivated, primary and secondary school teachers can be rewarded with enjoyment and satisfaction from the work itself (Herzberg, 1968). According to Noels, Clement, and Pelletier (1999), intrinsically motivated people perform an activity owing to their need for creativity, which may reflect a sense of self-actualization (Maslow, 1954). The findings of Zembylas and Papanastasiou (2006), which were derived from the second phase of the study, contradict the findings from the first phase, which showed that Cypriot teachers are motivated to enter teaching by extrinsic motives such as the salary, hours, and holidays associated with the job (Zembylas and Papanastasiou, 2004). Rewards attained by extrinsically-motivated teachers may include Herzberg's (1968) hygiene needs (company policy, supervision, work conditions, salary), Maslow's (1954) physiological and safety needs, and social needs such as relationships with the boss and with peers (Herzberg, 1968), love and belongingness (Maslow, 1954), and affiliation (McClelland, 1961). Teachers' sources of dissatisfaction, as found by Zembylas and Papanastasiou (2006), were the following: 'the effects of social problems; student failure and lack of discipline; lack of respect, status and recognition from society; the lack of autonomy; and the lack of collegial relationships' (p. 239).

The study conducted by Menon and Christou (2002), which compares the satisfaction levels of current and future primary school teachers in Cyprus, found that future teachers had low expectations of their jobs due to three factors: the

headteacher's role, school organisation, and school climate. The study also found that primary school teachers are dissatisfied with the promotion system, which is based on seniority. Similarly, the study conducted by Pashiardis (2000), which examined primary and secondary school teachers' views about the school climate in Cyprus, indicated the need to improve four parameters: organisation and administration, especially in relation to a lack of feedback from inspectors; students, with regard to their self-studying skills; collaboration; and communication. These context-specific satisfiers and dissatisfiers, together with the discrepancy between the findings in the two studies of Zembylas and Papanastasiou (2004, 2006), not to mention a lack of research on teacher motivation justify the focus on Cyprus as a case study site for mid-career teacher motivation.

2.2 LEADERSHIP PRACTICES

As 'leadership practices' constitute a key focus of my study, the term needs to be defined. The term 'leadership practices' refers to an application of ideas; that is, job-related behaviours, which apply one's ideas into praxis. Leadership practices which may instil energy in mid-career teachers, not only deter them from falling into apathy, but also move teachers towards engaging in activity and achieving goals for the fulfilment of their needs. As such, 'leadership practices' address teachers' needs that are related to teaching and learning at school, which will subsequently contribute to overall school improvement (e.g. the school climate, the students' performance, administrative support). Individuals who engage in leadership practices might be in a formal position of authority (e.g. headteachers, policy-makers) or in an informal one (e.g. teachers). Leaders' ability to make a

contribution to school improvement is reflected in their behaviours (or 'practices') – in other words, their 'being and doing' need to 'fit' and be aligned with each other (Harris, 2007).

A 'fit' between 'being and doing' would successfully correlate with consistency between headteachers' words and actions, which carries the potential of being able to motivate teachers to be active in their schools. Harris (2007) relates leaders' 'being and doing' to 'the outer presentation of self and the inner world of thoughts and feelings' (p. 50). Her construct allows no space for pretension on the part of leaders. If people attempt to present themselves as perfect individuals, but in reality they are not what they articulate, then they may succeed in creating a school climate that is incapable of satisfying teachers' needs or fostering teachers' motivation. Leadership practices should be suffused with both heart and logic in order to establish the conditions for a motivational school climate. School climate is the atmosphere of the school as experienced by school members (teachers, students, administrators) which impacts on their demeanour towards teaching and towards the goals that the school sets to achieve (Pashiardis, 2000). Pashiardis' (2000) description presents the school climate as a major correlate of 'leadership practices' and motivation, and serves to confirm the rationale behind the main focus of my study.

2.3 TEACHER PROFESSIONAL CAREER PHASE

The investigation of mid-career teacher motivation presumes the identification of the professional career phase related to this group of teachers. In doing so, I am moving conceptually from the general remarks of mid-career teachers' professional phases and stages (Chapter 1) to a more specific identification of this particular phase by making comparisons between teachers with 11-20 years of teaching experience who participated in my study and Day et al.'s (2007) 8-15 professional career phase. The general reason for relating the mid-career teacher phase (11-20) to the professional career phase 8-15 in the study of Day et al. (2007) is that their VITAE study, which involved a nationally representative sample of 300 primary and secondary school teachers working in 100 schools across seven local authorities in England, focused on teacher motivation amongst other things; hence, their research categories are relevant to my study. Another reason for the choice of the 8-15 career phase is the similarity between the characteristics of teachers in this specific phase and the characteristics of mid-career teachers in my study.

The characteristics that are rated as being similar between teachers in the two aforementioned phases concern transitions, work-life tensions, and expectancy trajectories for advancement. Teachers with 8-15 years of teaching face a transitional period in their professional lives, and teachers in my study had gained stability status and find themselves in a school where they can stay for eight years. The majority of teachers in the 8-15 career phase struggled to balance work and life. Likewise, teachers in my study, who have either built a family or not at all by this time in their careers, are clearly in this phase and struggle to balance

their personal and professional lives. In the 8-15 phase, there are teachers with expected trajectories for advancement, which are similar to my mid-career teachers' expectancies for promotion since they go through five inspections for evaluation during this phase.

Encompassed in the 8-15 career phase, which was chosen as a basis for my study, are considerations of some of the relevant factors associated with other phases, such as 'a developing sense of efficacy' in the 0-3 career phase, and 'a strong sense of efficacy and effectiveness' in the 4-7 career phase. There is 'sustained motivation, commitment and effectiveness' in the 16-23 career phase, 'holding on but losing motivation' in the 24-30 career phase, and 'declining motivation' in the 31+ career phase.

Discrepancies do exist between teachers from the VITAE (2007) sample grouped into the 8-15 phase and the teachers in my study. First, many teachers in Day et al.'s (2007) study held leadership roles or managerial roles and were looking for further promotion. In my study, the teachers are all classroom-based teachers. Consequently, teachers in Day et al.'s (2007) study have to maintain a balance between the effectiveness of their leadership and management responsibilities and that of their teaching role, whereas mid-career teachers in my study have to maintain a balance between their personal life and their teaching role. Teachers in the VITAE project suffer from higher workloads due to their management, leadership, and teaching roles, whereas my mid-career teachers' workloads relate to policy; for example, my mid-career teachers teach for 20 or 22 hours per week and do lots of preparation for inspection and evaluation.

I use the characteristics that were identified as similar between teachers in the 8-15 career phase (Day et al., 2007) and teachers in the 11-20 career phase that took part in my study as the factors influencing teachers in their mid-career phase in relation to the educational context in Cyprus. The factors associated with the other phases, as described in the study by Day et al. (2007), are used as factors influencing teachers in the other phases. These factors signify influences that emerge from the literature. To these, I add the factors that influence teachers from a policy perspective. Factors from both literature and policy serve as tools enabling me to design a diagram illustrating the factors that influence teachers in their professional life (Appendix 1). I go on now to discuss the characteristics of 'motivated teachers'.

2.4 THE CHARACTERISTICS OF 'MOTIVATED TEACHERS'

In the literature, the characteristics associated with 'motivated teachers' seem to be multi-dimensional, as the descriptions applied to one characteristic sometimes overlap into other characteristics. For example, in Crosswell's (2006) study, teachers' commitment is characterised amongst other things as the teachers' desire to transmit knowledge and values to students. Transmitting values suggests altruism, which is also a characteristic of motivated teachers. This can be attributed to an interrelation between the characteristics, and it may also arise as a result of the multi-dimensional nature of teacher motivation. In the literature, the characteristics most frequently associated with 'motivated teachers' are commitment, self-efficacy, and altruism (Acker, 1999; Dannetta, 2002; Day et al., 2006; Day et al., 2007; De Cooman, De Gieter, Pepermans, Du Bois, Caers, and Jegers, 2007; Crosswell, 2006; Gibson and Dembo, 1984; Ghaith and Shaaban,

1999; Harms and Knobloch, 2005; Hayes, 2004; Hoy and Spero, 2005; Lawler, 1970; Shardlow Nixon, and Rogers, 2002), and I examine each of these in turn.

Commitment

A key characteristic of motivated teachers that seems to have emerged from the literature is commitment. Crosswell's (2006) study of 30 mid-career teachers in diverse contexts found that passion, investment of extra time, focus on students, and maintaining professional knowledge constitute prominent characteristics of teachers' commitment. Although categorised as a separate characteristic, passion can be seen as a reinforcer of the other characteristics. Rooted in strong emotions, passion can lead committed teachers to neglect their free time and be engrossed in students' learning. Passion can stimulate the teachers' desire to update themselves on knowledge about their profession so as to be well-informed. By keeping themselves informed about new teaching techniques, motivated teachers are given the opportunity to diversify their teaching methods and attract their students to learning. This idea correlates with the view that teachers' commitment reflects their wish to provide the most effective teaching for all students (Day et al., 2006). However, it should be noted that passion might become a vehicle towards teacher apathy. This may occur for two reasons. First, passion may not always be able to sustain motivation due to the possibility of unpredictable classroom situations (e.g. students' disruptive behaviour). Second, if teachers' passion is made explicit on a daily basis, the energy provided by passion may gradually drain the teacher himself/herself and turn passion's moving force into a draining force.

Dannetta's (2002) research into the factors that influence a teacher's commitment to student learning found that there are 22 influential factors that promote commitment. Many of these, such as 'intrinsic rewards' and expenditure of effort to achieve student learning (personal factors), indicate intrinsic motivation. Other factors, such as 'external rewards' refer to extrinsic motivation. This study was conducted among 15 secondary teachers with at least 20 years of teaching experience from a district in southern Ontario, Canada.

The relationship between teacher commitment and teacher motivation seems to derive not only from the characteristics of committed teachers, but also from the various descriptions of commitment. Hoy and Spero (2005) describe commitment as a 'motivating force' and Vroom (1964) interprets it as 'ego involvement'. Nias (1989) found commitment to be synonymous with 'involvement' and 'dedication'. Motivated teachers' commitment to their profession is also related to goals, especially if these are made public or written down (Hoy and Smith, 2007). The explicit indication of teachers' goals would serve as promise not to be broken and as a reinforcer of teachers' commitment towards achieving explicitly stated goals. In the case of goals made public that are neither achieved nor dismissed, the teachers who made them public might then incur the risk of not being trusted by others in their workplace. To facilitate the achievement of goals, teachers must set specific and realistic goals, which make them easier to attain.

The descriptions and characteristics linked to commitment seem to be derived from a teacher's need to contribute to the improvement of his or her own welfare, the well-being of the students, and the improvement of all aspects of his or her

job, and these three factors are interrelated. For example, a teacher's need to maintain professional knowledge can benefit the teacher in terms of growth, which can then benefit the student who is the recipient of this knowledge, and the teaching job is therefore enriched. There are no guidelines, however, as to how commitment can be projected in a classroom since everything is constantly changing. The idea of change suggests that committed teachers have to place a level of importance on what procedures they follow in the classroom and on the decisions they make, and to apply leadership practices which could augment the positive aspects of change and reduce its negative aspects (Harris, 2007).

Self-efficacy

Another characteristic often manifested by motivated teachers is self-efficacy, which refers to people's belief that they have the necessary skills to attain a desirable outcome (Bandura, 1982). Ghaith and Shaaban's (1999) study, which involved 292 Lebanese teachers from diverse school backgrounds with a wide range of teaching experience, investigated the relationship between teacher characteristics, personal and general teacher efficacy, and the perception of teaching concerns. Ghaith and Shaaban (1999) break down self-efficacy into 'personal teaching efficacy' (that is, teachers' expectations that they can perform the actions that ensure student learning) and 'general teaching efficacy', which refers to the teachers' conviction that their ability to do these actions can only be restricted by school-specific factors. General teaching efficacy then embodies the notion that teachers' performance is influenced only by contextually determined factors, which contradicts Day et al.'s (2007) finding that teachers' performance is also influenced by their personal lives. Day et al. (2007), however, linked

teacher efficacy to students' achievements, and this is supported by Ghaith and Shaaban's (1999) finding that teachers with high personal efficacy can meet the learning needs of individual students more easily than teachers with low personal efficacy.

Hoy and Spero (2005), who investigated the efficacy of prospective and novice teachers involving all members of the 1997-1998 elementary master's of education cohort at a major mid-western public university, found that those with high efficacy are open to new ideas and are eager to diversify their teaching methods. Openness to ideas and diversification of methods serve as tools that enable teachers to enhance students' learning autonomy, diminish control over students, and show persistence in their attempts to prevent student failure. Gibson and Dembo's (1984) findings relate teachers' self-efficacy to time, praise, and persistence. High-efficacy teachers were found to spend more time in group instructions than low-efficacy teachers. High-efficacy teachers made no criticism of students' incorrect responses and provided students with opportunities to correct their responses (persistence), whereas low-efficacy teachers meted out criticism and showed a lack of persistence, e.g. they addressed the question to other students.

Harms and Knobloch (2005) claim that 'as self-efficacy grows, teachers consider more career options ... perform better educationally in their career preparation' (p. 104). The implication of the statement is that self-efficacious teachers are motivated by their need for advancement and job effectiveness - needs that suggest teachers' desire to expend extra effort (Lawler, 1970). Expending effort

does not necessarily result in a successful outcome; this is supported by Lawler (1970), who argues that intrinsic rewards emerge when there is uncertainty on whether effort will lead to good performance. Teachers normally place more effort into an activity when they are not sure about the outcome of the activity. When success is the outcome, teachers' levels of efficacy are enhanced (Bandura, 1982); when failure is the outcome, school leaders can enhance teachers' self-efficacy through practices that recognise teachers' efforts. School leaders' recognition can encourage teachers to intensify their efforts. However, it is not easy for teachers to intensify their efforts because self-efficacy might be broken down by disappointment carried over from failure, and such breakdown may lead to teacher apathy (Harris, 2007).

Altruism

The literature has shown that altruism is a characteristic found among motivated teachers (Acker, 1999; De Cooman et al., 2007; Hayes, 2004; Shardlow, Nixon, and Rogers, 2002). In being motivated by altruism, teachers relate the goals of their profession to society's welfare and well-being (Katz, 1995). It seems that altruistic teachers seek to contribute to the development of a value-based, democratic, and fair society, and they make their contribution through transmitting knowledge and values to students, and taking a stance that exhibits signs of dignity. Acker (1999) argues that teacher altruism can emerge from the emotional bond between teachers and students, and it can arise from the feeling that the teachers' job can make a contribution to society. These factors suggest that altruism can be cultivated when teaching is seen as an emotional activity and

when teachers are bestowed with ‘psychic rewards’, such as recognition (Hargreaves, 1998).

It is reasonable to assume that altruistic behaviour results from teachers’ need to contribute to societal development, hence teachers need student contact. Such a need is echoed by Hayes (2004), who found that primary trainee teachers in England are highly motivated by a desire to have positive relationships with pupils rather than a desire to teach, and that altruism was a prominent motivator for aspiring teachers. In the study by Shardlow, Nixon, and Rogers (2002), which investigated the factors that motivated 200 social workers to become practice teachers, the researchers identified the altruistic factors (amongst others) that made practice teaching a positive experience. These factors were ‘seeing students develop’ and ‘enabling students to acquire knowledge and skills’ (p. 70). The study by De Cooman et al. (2007), which was conducted on graduate teachers’ motivation for choosing a job in education, also found that altruistic motives (e.g. student contact) were important to the sample.

Since the samples in the aforementioned studies (De Cooman et al., 2007; Hayes, 2004; Shardlow et al., 2002) had not entered the teaching profession when the research was conducted, teachers must be motivated by altruism to enter the teaching job, as it cultivates teacher-student relationships. Teachers’ need for relationships with their students reflects their need for collaboration and affiliation. These ideas introduce the next part of the literature review, which explores the relationship between teacher motivation and teachers’ needs and goals.

2.5 THE RELATIONSHIP BETWEEN TEACHER MOTIVATION AND TEACHERS' NEEDS AND GOALS

The theories of motivation developed by Herzberg (1968), Maslow (1954), and McClelland (1961) have all contributed greatly to an awareness of teachers' needs. In his 'two-factor theory', Herzberg (1968) refers to hygiene needs, e.g. company policy, supervision, work conditions, and salary. Maslow (1954) refers to lower-order needs, e.g. physiological and safety needs in his 'hierarchy of needs theory'. Included in Herzberg's (1968) hygiene needs and in Maslow's (1954) lower-order needs are social needs. Herzberg's (1968) social needs concern relationships with the boss and relationships with peers, while Maslow's (1954) social needs connote love and belongingness. Herzberg's (1968) hygiene and Maslow's (1954) lower-order needs are extrinsic needs and correlate with McClelland's (1961) social need for affiliation in his 'learned needs theory'. In their motivation theories, the three researchers also refer to intrinsic needs. Herzberg's (1968) theory identifies motivators or satisfiers: achievement, recognition, the work itself, responsibility, advancement, and growth. Maslow's (1954) hierarchy refers to higher-order needs for esteem and self-actualization, while McClelland's (1961) theory points to the needs for achievement, and power.

Relating these needs to the context of Cyprus, it seems that teachers who are highly paid and can afford a high standard of living, have their hygiene or lower order needs met. Cypriot teachers, however, must have motivator or higher-order needs. Therefore, in this section of the literature review, I organise my discussion around the concepts of recognition, responsibility, the work itself (Herzberg,

1968), advancement, power and growth (Herzberg, 1968; McClelland, 1961), achievement (Herzberg, 1968; McClelland, 1961), and self-actualization (Maslow, 1954). Esteem (Maslow, 1954) is found in three of the needs – recognition, responsibility, and achievement – all of which indicate that intrinsic needs are interrelated.

Recognition

Herzberg's (1968) 'recognition' is not independent of achievement. Employees' positive feelings about their jobs stem from the recognition of specific achievements. Teachers' need for recognition of achievement can be met through praise and positive feedback (Evans, 1998; Nias, 1989). Recognition serves to strengthen, affirm, or convey to teachers 'a sense of their work being of sufficiently high standard to warrant a feeling of achievement' (Evans, 1998, p. 143). Consequently, a lack of recognition for achievement may provide feelings of dissatisfaction, which could generate apathy. In a study by Herzberg, Mausner, and Snyderman (2009), which investigated factors that could increase job satisfaction among accountants and engineers in their sample, recognition for work they had done was reported as a strong satisfier, while a lack of recognition was a strong dissatisfier.

Nias (1989) found that teachers gained satisfaction from receiving praise and appreciation from their peers or those higher in rank. Praise and recognition can thus be rated as strong motivators. Evans (1999) refers to 'individual' and 'collective' recognition; 'collective recognition' refers to recognition of the whole staff. 'Individual recognition' applies to individual teachers and 'incorporates an

element of exclusivity' (Evans, 1999, p. 91). The notion of exclusivity contained in 'individual recognition' implies that headteachers have a propensity for favouritism, which might cause antagonism among teachers.

Recognition can be 'implicit' or 'explicit'. 'Implicit recognition' can be mirrored in a headteacher's choice of teachers to act as mentors or to teach classes to 'problem students' (Evans, 1999). 'Explicit recognition' connotes positive feedback from the headteacher to teachers through expressions of congratulations and gratitude voiced spontaneously or through 'supportive written comments in teachers' planning books' (Evans, 1999, p. 92). Irrespective of the means through which teacher recognition is conveyed, such affirmation satisfies the teachers' need for achievement.

In Dannetta's (2002) study, recognition was reported as the acknowledgement of teachers' successes in non-instructional activities and as feedback from the colleagues they respected. These forms of recognition are intrinsic rewards that add to teachers' 'psychic rewards' that are founded in the success of other individuals; for example, recognition from individual students who show appreciation and gratefulness to teachers after leaving school acts as an intrinsic reward (Hargreaves, 1998).

The need for recognition relates to the dimension of Maslow's (1954) need for esteem, which refers to the 'desire for reputation or prestige ... status, fame, glory, dominance, recognition, attention, importance, dignity, or appreciation' (p. 21). Teachers' need for esteem indicates that they seek good evaluations of

themselves. Seeking positive self-evaluations suggests that teachers set 'performance goals' and 'ego-involved goals' which, according to the achievement goal orientation theory, direct the individual to place greater emphasis on his/her ability and performance (Pintrich, 2000). Embodied in 'performance' and 'ego-involved' goals is teachers' need for self-improvement or self-perfection since the performance they seek seems to be of a high standard.

Responsibility

Responsibility refers to the context where people are given responsibility for their own work, the work of others, or are even assigned new responsibilities and duties (Herzberg, 1968), and this concept is linked to authority. In Herzberg, Mausner, and Snyderman's (2009) study, some research subjects reported on the constraints to teachers' authority to carry out their responsibilities at work. Emanating from superiors' authority, such constraints are associated with two characteristics: leaders' desire for the amassment of power in their own hands, and leaders' reluctance to provide teachers with opportunities to take the initiative or engage in decision making and problem solving. These characteristics may contribute to teachers' marginalisation and apathy.

Nias (1989) relates teachers' need for responsibility to their need to be 'in control', meaning that they are responsible for exhibiting feelings of concern, care, and love to students. She explains that teachers need to develop relationships with students, relationships which allow them to take responsibility and exhibit care. Teachers' practices must show 'care' in action. Being caring, however, might come at a psychological cost to the teacher himself/herself. The

psychological cost emerges from listening to the other's problems and worries (Harris, 2007). Teachers might suppress their need for responsibility in order to avoid adding the students' problems to their own personal problems. Harris (2007) states that teachers' 'capacity to ride such emotionally challenging phases is seriously diminished and they are more susceptible to stress' (p. 136), and suggests that they may develop a sense of incompetence in the face of students' problems, and such incompetence might constitute a component of apathy.

If teachers are to develop teacher-student interpersonal relationships, they have to move from power relations to good relationships with their students (Deci, Vallerand, Pelletier and Ryan, 1991; Hayes, 2004). They can achieve such relationships through diversification of their teaching methods. This is supported by McLaughlin and Talbert's (2001) study, where student interviewees acknowledged teachers' attempts to familiarise with them and construct classroom climates that fostered students' involvement and the articulation of the students' viewpoints. Teachers' responsibility to develop good relationships with students, and to diversify their teaching methods to attract students to learning, casts teachers as being clearly responsible for students' learning. Considered responsible for students' learning, teachers are accountable for the value that students place on a subject or activity. The value placed on a subject or activity reflects the extent to which students find the subject or activity interesting and useful, which influences their academic performance (Wigfield and Eccles, 2000). The teacher has a responsibility to apply instructional practices that motivate students to show interest in the lesson.

Svinicki (2004) associates teachers' need to be 'in control' with their need for autonomy. She believes that perceived control and autonomy allow teachers to experience high levels of motivation. Teachers' need for autonomy mirrors their need for self-determined, rather than controlled, actions. Self-determined actions can be translated into behaviour determined by individuals' personal decisions and subjective perceptions. Controlled behaviour carries the notion of compliance (Deci, Vallerand, Pelletier, Ryan, 1991) and demotivation because 'what is done depends primarily on the boss's orders, impersonal controls over work' (Firestone and Pennell, 1993, p. 498). It is reasonable for teachers to lose motivation when an outcome (e.g. teacher's success in a school activity) is not attributed to the teacher's efforts.

Teachers' need for self-determined behaviour indicates their reluctance to be controlled by others. Vieira (2007) argues that the desire for autonomy suggests that teachers must make certain choices, take certain initiatives, engage in risk-taking, and exhibit desire to improve themselves as pedagogists. The need for responsibility as autonomy correlates with Maslow's (1954) need for esteem, which refers to the desire for 'confidence in the face of the world, and independence and freedom' (p. 21). Autonomy over teaching was ranked as a satisfying factor in a study by Rhodes, Nevill, and Allan (2004) which, through a focus group, investigated seven primary and secondary school teachers' perspectives on the facets that contribute to teacher satisfaction or dissatisfaction at school. Teachers' need for autonomy and responsibility for their own actions is related to their need for perceived control. Perceived control relates to high efficacy teachers who value their abilities a great deal. Wigfield and Eccles

(2000) argue that individuals who highly valued their abilities considered ability to be a stable attribute. Teachers who consider ability to be a stable characteristic must be individuals who trust themselves as being capable of carrying out difficult tasks with success. This idea relates to Bandura's (1982) 'efficacy expectations'. Teachers' success in their performed tasks could be expected to contribute to school improvement, and this idea is linked to Bandura's (1982) 'outcome expectancies'.

In some contexts, teachers' need for responsibility might be interpreted as a need to develop good relationships with students, and to subsequently attract students towards learning. In other contexts, it can be considered as a need for autonomy over their own actions. In any context, teachers' need for responsibility is inseparable from the work of teaching itself.

The work itself

Identified as 'the actual doing of the job ... a source of good or bad feelings about it' (Herzberg, Mausner and Snyderman, 2009, p. 48), the work itself can contribute to the initiation, sustainability, or increase in motivation of teachers, or it may be the source of demotivation and apathy. As a contributor to motivation, teaching must be an enjoyable experience, but this depends on the teacher's perceived ability to develop himself/herself through teaching and through developing personal contact with students (Prick, 1989). Teachers have to create motivational classroom conditions that can make the teaching-learning process a pleasant experience for both teachers and students. They have to use teaching-learning styles that contribute to students' learning and teachers' development, all

the while developing good relationships with their students. Student-centred methods and good teacher-student relationships can establish a motivational climate that influences teachers' and students' motivation for achievement (McClelland, 1961).

Newton's (2009) study, which examined instructional influences on university students' motivation for learning fractions, seems to confirm that students' learning depends on the teaching-learning styles used by the teacher. In Newton's (2009) study, three instructors followed the same curriculum, but delivered the course content differently. Instructor A used small groups in which students worked together to solve problems. Instructor B used the whole group's time to welcome ideas and encourage student communication, whereas instructor C used that time to deliver a lecture on passive listeners. There was a substantial decrease in students' levels of anxiety in the classes of instructors A and B, but this change was not apparent among instructor C's students. The findings of this study suggest that students enjoy being taught through student-centred rather than traditional styles of teaching, and such student enjoyment can also serve to enhance teacher's enjoyment of teaching.

The necessity for teachers to develop good relationships with their students in the classroom might be constrained by teachers who are ageing. Prick (1989) argues that mid-career teachers aged 35-40 have stopped considering themselves as young and changed the way they see students. They criticised students for being too talkative, which suggests that as teachers age, they tend not to understand young people's behaviour any more, and consequently they cannot view teaching

as an emotional activity (Hargreaves, 1998). In contexts where such problems persist, the cause might be found within the teachers themselves. It is probably a result of mid-career teachers' inability to develop personal contact with their students, or it may be that teachers are unable to use the maturity gained since their early-career phase as a means towards understanding today's youth.

Advancement, power, and growth

Teachers' need for advancement was found to be a strong motivator in three professional career phases (4-7 years, 8-15 years, and 16-23 years) according to the study of Day et al. (2007); this indicates the high value placed on promotion by teachers in England. That said, teachers aspiring to leadership are often concerned with the need for power (McClelland, 1961), which can be translated into personal and institutional power: 'Those who need personal power want to direct others ... Persons who need institutional power want to organise the efforts of others to further the goals of the organisation' (McClelland, 1987, p. 173).

Teachers' need for power, which is generated from their need to direct and control others, could be associated with the principle of building vision and setting directions (Day and Leithwood, 2007). The rationale behind this practice is that motivated teachers tend to consider organisational and personal goals as interrelated. This relates to organisational commitment, which is defined as 'acceptance of the organization's goals and values' (Dannetta, 2002, p. 145). If teachers are to accept the organisation's values, they need to have school leaders who aim to bolster staff unity and foster a shared mission. Staff unity and a shared mission can be built if leaders provide individual teachers with opportunities to

voice their views and needs. Teachers' abilities to articulate personal views and needs suggest that teachers hold a certain level of power in their hands. This kind of power carries the possibility of transforming a teacher's personal vows into staff aspirations because once vows are made explicit they may be accepted and pursued (Davies, 2005).

The teachers' need for power, which is derived from their desire to organise the efforts of others in order to promote the goals of the school organisation, could be satisfied when they become leaders who lead their schools through the principle of 'understanding and developing people' (Day and Leithwood, 2007). This principle enables leaders to influence others' actions towards the achievement of organisational goals by 'providing support to individual staff, offering intellectual stimulation that promotes reflection and modeling desired values and practices' (Day and Leithwood, 2007, pp. 6-7). By applying these practices in their classrooms, teachers can support individual students, present students with intellectual challenges, and serve as role models to the students through 'being and doing'. The practice of 'providing support to individual staff' applies to leaders' individualized consideration, which refers to leaders who support teachers facing personal problems (Day and Leithwood, 2007). Headteachers can also support teachers by exhibiting an appreciation for and showing an interest in the teachers' work (Blase and Blase, 1994). Such support would include having headteachers voice their recognition for teachers' achievements. 'Offering intellectual stimulation' applies to transformational leadership and may constitute a motivator when school leaders welcome teachers' ideas as part of the problem solving process. This practice suggests that teachers are motivated by their need

for creativity. This concept relates to cognitive motivation, which encompasses behaviours such as providing teachers with opportunities to engage in pursuits that require them to exercise their intellect, as well as review and reflection upon their performance (Day and Leithwood, 2007). Teachers can be brought together to exchange ideas aimed at reaching the best possible solution to a problem. When teachers share ideas and views, this mirrors their levels of acceptance and respect for the diversity of other people and their personalities, which is an important human skill for upholding dignity in the multicultural societies of the 21st century. 'Modelling' applies to transformational leadership and the principle of 'idealized influence' (Bass, Avolio, Jung, and Berson, 2003). School leaders can motivate teachers to pursue the organisation's goals when the former become a source of inspiration for the latter. School leaders can act as role models for teachers by exhibiting skills such as creativity, engaging in accurate assessment of people and situations, and placing an emphasis on fairness (Dinham, 2007).

Advancement and growth often appear together in Herzberg's (1968) theory of motivation. Herzberg, Mausner, and Snyderman (2009), who sought a systematisation of what influences people's job attitudes by examining what happened when job attitudes changed, identified five factors as being important in increasing job satisfaction: achievement, recognition, the work itself (first-level factors), and the possibility for both growth and advancement (second-level factors). Advancement was reported as promotion, and growth was referred to as the feeling that one is progressing in his or her professional life, and this included any corresponding positive changes that resulted from such progress. The teachers' need for positive career changes applies to their need for advancement

within their career, which does not preclude a negative situation. A negative situation accompanying career advancement in Cyprus is a transfer to another school setting, which is determined by the teacher's transfer points. Growth can also be referred to as teachers' need for professional development.

According to Glatthorn (1995), professional development derives from experience and reflection on teaching, which serve as tools for teachers' professional growth, and teachers can further develop in their field through formal and informal experiences. Formal experiences can take the form of training, which in Cyprus is an obligation for newly appointed teachers, as well as for newly promoted headteachers and assistant headteachers. Informal experiences rely on teachers' exchange of practices and could be linked to teachers' need for professional development, which is seen as 'an avenue for both individual learning and collective capacity' (Stoll and Seashore Louis, 2007, p. 80). As an avenue to individual learning, professional development might be related to the pursuit of postgraduate studies. In the study by Harvey, Sinclair, and Dowson (2005), where the authors investigated teachers' motivation for undertaking professional development through postgraduate study, the results indicated that enjoyment of learning, performance goals, and self-efficacy are intrinsic motivators to enrol in postgraduate study for professional development. Carneiro's (2006) study found that the desire for professional development was the main motivator behind young and mid-career teachers undertaking lifelong learning graduate studies. As an avenue to collective capacity, professional development might suggest the teachers' need for dialogue and interactions, which can flourish in a professional learning community and can lead teachers to

personal and professional growth (Stoll and Seashore Louis, 2007). This kind of professional learning suggests that teachers need social relationships with their peers (Herzberg, 1968), and they also yearn for affiliation (McClelland, 1961) and a sense of relatedness (Ryan and Deci, 2000a).

Achievement

According to Evans (1998), Herzberg's (1968) motivators of recognition, responsibility, the work itself, and advancement all act as reinforcers of achievement, which suggests that an interplay between these motivators determines teachers' sense of achievement. According to the achievement motivation theory, achievement can be attained through teachers' 'desire to achieve success and the desire to avoid failure' (Owen, 1997, p. 379). The implication of Owen's (1997) statement is that success leads to feelings of achievement, and motivated teachers are active in their workplaces through the setting and achieving of goals, which can bring about success. Teachers' pursuit of goals relates to the discipline of personal mastery, personal growth, and learning (Senge, 2006), which are part of the need for achievement.

Learning takes place as teachers pursue their goals, and mistakes made during this quest could be steps towards personal and professional growth, so no teacher should fall into apathy in the face of potential failure. Success can be attributed to stable factors (e.g. ability) and failure can be attributed to unstable factors (e.g. the amount of exerted effort) in an attempt to deter teacher apathy. Such attributions are seen in research findings where students with learning-related goals see failure as an opportunity for reflection about the changes to be

implemented in order to facilitate task completion (Owen, 1997). Analogous behaviours could be adopted by teachers who engage in an activity and are aimed at mastering it. In other words, teachers can see failure as determined by external and unstable factors, and failures can act as stepping stones towards success through the exertion of maximum effort. The notion of failure as a positive determinant of success is supported by De Jesus and Lens (2005), who found that 'failure attributions to unstable effort can lead to improved future effort and increased engagement' (p. 124). Teachers have to exclude the feelings of failure from themselves and keep on being active in the workplace, no matter how difficult this practice might be. Harris (2007) states that 'it can be difficult to summon the energy to keep going and resist the gravitational pull of depression and despair, of feeling a failure' (p. 136). The negative emotions encompassed in failure might generate feelings of doubt about one's ability and may ultimately lead to apathy due to fear of persistent failure. Attributing failure to bad luck and recalling past successes might prevent fear from escalating. Attributions to ability, effort, task difficulty, and luck, characterised as stable or unstable, are similar to Evans's (2001) 'relative perspective': 'the individual's perspective on her/his situation in relation to comparable situations' (p. 293), which can be applied to previous successes.

Teachers' need for achievement relates to a dimension of Maslow's (1954) need for esteem, which pertains to the 'desire for strength, achievement, adequacy, mastery and competence' (p. 21). Teachers' competence, defined as 'a condition or quality of effectiveness, ability, sufficiency, or success' (Brooks and Shell, 2006, p. 19), can be reinforced by positive feedback, which can also act as a

recognition of teachers' achievement, thus linking back to the factors discussed earlier: recognition, responsibility, the work itself, advancement, power, and growth. These factors constitute teachers' needs and the fulfilment of these needs may lead teachers to reach self-actualization, the highest-order need in Maslow's (1954) 'hierarchy of needs theory'.

Self-actualization

Maslow (1954) defines people's need for self-actualization as their desire 'to become everything that one is capable of becoming' (p. 22). The implication of Maslow's (1954) definition is that people need to look inside themselves to discover their full potential. People's full potential relates to their individual talents and special inclinations, which can be achieved through creativity. Creativity as an outcome of the development of people's talents cannot be separate from their personalities; since every individual's personality is unique, talents and inclinations are inherent in the biological nature of the individual, which is of a diverse nature.

According to Maslow (1954), humans cannot satisfy their highest-order need for discovering their potential unless they first attain their physiological, safety, social, and esteem needs. Relating this idea to Herzberg's (1968) motivators and to McClelland's (1961) needs for achievement and power, it is possible to deduce that these intrinsic needs have to be satisfied first in order for teachers to experience a sense of personal growth and self-actualization. Since teacher motivation is expressed differently in various contexts, I would suggest that recognition, responsibility, the work itself, advancement, power and growth, as

well as achievement are factors that motivate teachers to be active in their workplace, and such motivation reaches a peak when they attain self-actualization.

According to Herzberg, Mausner, and Snyderman (2009), 'self-actualization is the key to an understanding of positive feelings about the job' (p. 70). Identified as the key to the human understanding of job-related positive feelings, self-actualization correlates with Evans's (1998) construct of job-fulfilment: 'a state of mind encompassing all the feelings determined by the extent of the sense of personal achievement which the individual attributes to his/her performance of those components of his/her job which s/he values' (p. 11). The facets of a teacher's job which he or she values could emanate from his/her inborn talent. Talent can lead teachers towards creativity and innovation, which could only contribute to a successful teaching performance. The extent to which teachers perceive their successful performance as an achievement determines the extent to which their positive feelings stem from elements including the fulfilment they experience. These positive feelings can possibly motivate teachers to experience similar and even more successful performances.

2.6 SUMMARY OF KEY ISSUES FROM INTERNATIONAL AND NATIONAL CONTEXTS

The key issues that I have extrapolated from the literature indicate that within international and national contexts, teacher motivation is determined by both school-level and system-level factors.

- In international contexts where teachers' pay is low or administration exhibits problems (e.g. insufficient controls, imposed duties), teacher motivation is poor (Bennell, 2004; Ramachandran et al., 2005). Where pay is satisfactory, teacher motivation tends to be derived from intrinsic factors, such as student achievement (Dinham and Scott, 1996) and student development (Scott, Stone and Dinham, 2001). Teachers are demotivated by a lack of collegial relationships (Dinham and Scott, 1996; Scott, Stone and Dinham, 2001) or a lack of social recognition (Scott, Stone and Dinham, 2001).
- In Cyprus, teachers (both primary and secondary) are motivated by extrinsic factors, e.g. salary, working hours and vacations (Zembylas and Papanastasiou, 2004) or intrinsic factors, e.g. working with children, achieving personal and professional growth (Zembylas and Papanastasiou, 2006). They are demotivated by negative student-related issues, e.g. student failure, students' lack of discipline (Zembylas and Papanastasiou, 2006), social issues, e.g. lack of social relationships (Zembylas and Papanastasiou, 2006; Pashiardis, 2000), and system-related issues, e.g. school organisation, evaluation system (Menon and Christou, 2002; Pashiardis, 2000).

Embedded within the Cypriot context, these issues clearly point to the need for this current study. The need for my study is further clarified by the following: 1) the need to focus on secondary teachers' motivation; 2) the need to find out whether secondary teachers are motivated by extrinsic factors, intrinsic factors, or both; 3) the need to identify the needs of secondary school teachers; and 4) the need to enumerate the implications of secondary school teachers' motivators and demotivators for leadership practices.

2.7 CONCLUSION

Having reviewed the related literature, this chapter has shown that teacher motivation is multidimensional, and encompasses the drive, motive, energy, and direction towards the achievement of goals and engagement in activity. Motivated teachers are often characterised by commitment, self-efficacy, and altruism. Teachers' needs, represented as recognition, responsibility, the work itself, advancement, power and growth, achievement, and self-actualization, all constitute the intrinsic needs embodied in the theories of Herzberg (1968), Maslow (1954), and McClelland (1961).

The literature review has enabled me to improve my understanding of mid-career teacher motivation from international and national perspectives. This general understanding, which shows that motivation can be context-specific, has become a means towards the identification of gaps between what I have learned about teacher motivation and what I need to know about mid-career teachers' motivation in Cyprus. The identified gaps can be found in definitions of teacher motivation, the location of mid-career phase in the context of Cyprus, the

characteristics of ‘motivated teachers’, the relationship between teacher motivation and teachers’ needs and goals, and the relationship between teachers’ needs and school leadership.

The identified gaps, which are used to structure my research instruments, enabled me to construct a diagram of teachers’ professional career phases (Appendix 1), and this diagram illustrates the factors that influence teachers in each of those phases. The factors emerging from the literature and policy sources of evidence may be confirmed, disputed, or rejected by my research participants through ‘the essence of their lived experiences’ and subjectivism. These terms relate to the philosophical underpinnings of this study, which are discussed in Chapter 3.

CHAPTER 3: PHILOSOPHICAL AND THEORETICAL APPROACHES

3.0 INTRODUCTION

This chapter introduces the philosophical and theoretical basis for my study. Here I provide a framework of the philosophical perspectives following the assumptions that emerge from positing myself as a researcher of mid-career teacher motivation in terms of ontology and epistemology. I then provide the theoretical rationale for the study and discuss symbolic interactionism and phenomenology as possible theoretical approaches towards the study of teacher motivation, before stating the theoretical approach behind my choice.

3.1 PHILOSOPHICAL PERSPECTIVES

Seeking to posit myself as an individual researcher investigating the phenomenon of teacher motivation, I try to view myself ontologically and epistemologically through a discussion of the contrasting philosophical perspectives of positivism and interpretivism.

Ontology

Ontology refers to the nature of social reality (Klenke, 2008) and the phenomena that constitute aspects of that reality (Cohen, Manion and Morrison, 2000). It examines ‘what is there’, so it poses the question: Is social reality external to the researcher, or is it the product of his/her consciousness?

Described as imposing itself on the individuals' consciousness from without (Cohen et al., 2000), the reality of positivism is presented as an external, unwelcome force invading the human mind from outside. It includes objects that exist independently of the individual who wants to know about them. The reality is 'out there' in the world and it exists irrespective of who observes it. Bassey (1999) suggests that this reality 'can be discovered by people observing with their senses' (p. 42), but senses can deceive us. Denzin and Lincoln (1998) reckon that reality is 'driven by immutable laws and mechanisms' (p. 204), and imply that positivistic reality is perfect or ideal, and unchangeable. The idea of an ideal reality is contrasted by post-positivism, which sees reality as 'imperfectly apprehendable' due to imperfect human contemplation (ibid.). Positivism presents social reality as being foreign to humans. The reality of teacher motivation, however, constitutes part of my life. As a secondary school teacher, I had observed mid-career colleagues, and it was through these observations that I became interested in what motivates them to become active in their work at school; subsequently, my interests oriented towards making use of this unique group in my research. The reality of positivism is contradicted by the philosophical stance of interpretivism.

Interpretivism 'respects the differences between people and ... requires the social scientist to grasp the subjective meaning of social action' (Bryman, 2004, p. 11). This is exactly what I do in this study – I accept and respect the diversity of the subjective meanings that participants (mid-career teachers, headteachers, and students) assign to teacher motivation. The reality of interpretivism is a 'product of individual consciousness ... the result of individual cognition' (Cohen et al.,

2000, pp. 5-6). It is a perception that is constructed within the process of understanding through thoughts, experiences, and senses. Interpretivistic reality is a construct of the human mind. Bassey (1999) argues that observers are 'part of the world which they are observing and so, by observing, they may change what they are trying to observe' (p. 43).Wellington (2000) agrees that 'the observer makes a difference to the observed' (p. 16). Teachers as observers can become agents of change and transform their personal situations of apathy into increased motivation. This idea plays into my hopes of making a contribution to policymaking with my research findings.

Ontologically, I define myself as an interpretivist because I value the diversity of the subjective meaning that humans give to the world of teacher motivation. The perspectives of the participants in my study are likely related to these teachers' different experiences. Consequently, I see their perception of the social world as a condition that should be understood rather than as a generally acceptable truth (Mason, 2002).

Epistemology

Epistemology deals with the understanding of 'what is there', of the reality of the social world. Seeking to locate myself epistemologically, I am faced with questions about both my understanding of the term 'knowledge', and the relationship between my understanding of 'knowledge' and the reality of teacher motivation. Hence, my attempt to posit myself epistemologically focuses on exploring these two concepts.

What is my understanding of knowledge?

In seeking to gauge my research subjects' perspectives on what motivates mid-career teachers in their schools, I understand knowledge as meaning which can be discovered through interaction (Pring, 2000). Knowledge is interpretable and a method that promotes conversation would better shape what I can discover about teacher motivation.

To the positivist, the reality of the world is rational (Pring, 2000). A positivist-researcher understands knowledge as 'objective, value-free, generalisable and replicable' (Wellington, 2000, p. 15). Interpretivism contradicts the positivistic understanding of knowledge as 'hard, real and capable of being transmitted in tangible form' (Cohen et al., 2000, p. 6), or as accurate and able to reflect the world as it is (Pring, 2000; Wellington, 2000). Interpretable knowledge, which is of a more subjective nature, emanates from people's unique experiences and insights and affects their feelings (Cohen et al., 2000). Meaning exists in the interpretation of the world, while knowledge exists in a multiple, emergent reality of the subjective experience of teacher motivation rather than in a stable, law-like reality.

If I view knowledge as objective in a stable world, I would be unfamiliar with what is actually taking place in the sphere of teacher motivation because of the rapid social change that inevitably results in the diversification of life. Knowledge needs to be studied as local knowledge and as a social reality that is constantly changing. Constant change suggests that the reality of teacher motivation is unstable, and knowledge about it can only be reached through people's subjective

perspectives, which are presented differently in different contexts, and according to different times.

What is the relationship between my understanding of knowledge and the reality of teacher motivation?

The relationship between my understanding of knowledge and social reality is not a mechanical one. Social reality is presented to me through my participants' diverse perceptions. I approach social reality through the knowledge that there is not one single reality, but rather there are multiple realities. This study is based on an epistemology that welcomes multi-level realities that are constructed by individuals. In order to be constructed by individuals in interpretative qualitative research, the reality of teacher motivation is built from diverse social perceptions (Holloway, 2005). This idea applies to the discipline of constructivism, which views knowledge as a social construct (Colliver, 2002); in this light, knowledge can be different for each of us and can be shaped by our diverse understanding and multiple experiences of the world. Encompassed in multiple experiences, subjectivism is highly valued in interpretivism.

The assumptions that emerge from positioning myself within an ontological and epistemological perspective suggest that as a researcher I belong to the reality of teacher motivation and I should investigate it through an interpretivistic qualitative paradigm, which should then shed light on teachers' thoughts, judgements, and perceptions.

3.2 THEORETICAL RATIONALE

The theoretical rationale explains why qualitative research was chosen for the investigation of teacher motivation in this study. The reasons for such a choice relate to the phenomenon of motivation as a process, and as a function of individual characteristics, situations, and perspectives.

Teacher motivation as activity (Nias, 1989) and emotional activity (Hargreaves, 1998; Troman and Raggl, 2007) constitutes a process in two ways. First, as an activity, teacher motivation is a process because it is a series of individual or collaborative actions or activities happening within a certain context (Bryman, 2004). Second, motivation as a 'teaching activity' is a process because it refers to the expansion of teachers' knowledge and skills through communication (Leu, 2004). Qualitative research views social life in relation to processes (i.e. interdependent actions and activities) (Briggs and Coleman, 2007; Bryman, 2004).

Teacher motivation is a function of individual characteristics, situations, and perspectives that are comprised of individual teachers' characteristics (Leu, 2004; Woods, 1983), as well as of the situations of any school context (Evans, 1999; Leu, 2004). Thus, motivation requires investigation through the individual perspectives of participants (Troman and Raggl, 2007). Characteristics of effective motivated teachers, such as devotion to the objectives of teaching, effective communication (Leu, 2004), and career commitment (Woods, 1983) have been revealed through previous qualitative research. Characteristics of contextual situations, such as centrally-imposed factors (Evans, 1999), have also

been revealed through qualitative research. Therefore, teacher motivation can be investigated through a qualitative approach. I now need to consider which theoretical qualitative approach would best explore ‘teacher motivation’.

3.3 A CONSIDERATION OF POSSIBLE THEORETICAL APPROACHES TO THIS STUDY

Seeking the best possible theoretical approach to this study, I first reviewed the literature to see which theoretical approaches have been used in studies similar to mine. Jansen (2009) suggested that it is best to study motivation through open-ended qualitative approaches. In her study of motivation on teachers’ participation in whole class discussions during mathematics class, 148 prospective teachers expressed factors that motivated them in an open-ended questionnaire. Nias (1989) used interviews and a few written accounts in order to present findings on primary teaching at work. In assessing these chosen instruments, Nias (1989) concluded that written accounts lack the power to seize the lived realities that are encountered in teaching as a job, and suggested that those realities could be revealed only by allowing teachers to articulate their beliefs orally. The implication of Nias’s (1989) suggestion is that rich data can be better elicited through a form of interviewing that mostly includes open-ended questions, such as semi-structured interviewing. Semi-structured interviewing can be used in symbolic interaction and phenomenology, and these two approaches are now discussed as possible theoretical approaches to my study.

Symbolic interactionism

Symbolic interactionism views life as ‘an unfolding process in which individuals interpret their environment and act upon it on the basis of that interpretation’ (Briggs and Coleman, 2007, p. 25). The data collected by symbolic interactionists concern human interpretations, and these interpretations reveal participants’ beliefs in relation to a particular social phenomenon. There are several advantages to this discipline. First, by focusing on human interpretations of a phenomenon, researchers are able to understand the phenomenon and subsequently construct a model of desirable behaviour related to it. This is exemplified in the study by Blase and Blase (2000), which acted as the basis for a model on effective instructional leadership. Through an open-ended questionnaire, this study examined the perspectives of over 800 American teachers with 11 years of teaching experience on effective instructional leadership. Second, symbolic interactionism can provide the researcher with different conceptualisations of a social phenomenon, and such conceptualisations can act as suggestions for policymaking. The study by Sly and Spry (2008) used teacher conceptualisations to develop a professional learning community in support of teacher leadership.

Symbolic interactionism can include participant observation, which carries the notion that ‘I’ (ego) can carry out an observation, be enlightened, and reflect about ‘myself’ (alter) (Nias, 1989). By interacting with others, we can observe and understand their behaviours, and such observations and understandings might lead us to self-evaluation. If I were to become a participant-observer in my study and interact with mid-career teachers, I should try to understand what motivates

them, as this kind of understanding might enable me to understand my own behaviour. This, however, is not an aim of my study.

On the other hand, symbolic interactionism carries a few disadvantages. First, there is the possibility of data misinterpretation. Symbolic interactionists might modify and change the meanings of the research subjects' actions in their attempt to interpret them (Blumer, 1992; Cohen et al., 2000), or symbolic interactionists might interpret only the actions of some of the subjects but not the actions of others (Bryman, 2004). This is confirmed by Nias (1989), who thinks that nobody's attempts to systematise another's opinions and beliefs can completely avoid misinterpretation. Second, symbolic interactionists focus on the nature of interaction (Cohen et al., 2000) and see 'meanings as arising in the process of interaction between people' (Klenke, 2008, p. 25). In doing so, they do not consider meaning as originating from within people (Klenke, 2008). Therefore, symbolic interactionism neglects intrinsic motivation, which is a main focus of this study.

Phenomenology

Phenomenology focuses on 'the way human beings give meaning to their lives; reasons are accepted as legitimate causes of human behaviour; and agential perspectives are prioritised' (Briggs and Coleman, 2007, p. 20). The agent is a sensible actor (Throop and Murphy, 2002). Research subjects rationalise their behaviour, and this rationalisation of behaviour is valued because it emanates from the phenomena of their experiences (Cohen, Kahn and Steeves, 2000). Phenomenological data seem to convey participants' genuine subjectivism on any

phenomenon. Since subjective perspectives are built on experiences, experiences act as justifications for participants' subjectivism and reflect the logic underpinning their beliefs. This is supported by Giorgi (1985), who suggests that the phenomenological approach attempts to make authentic explorations regarding what is central to learning. Gauging participants' subjectivism on teacher motivation would coincide with this study, which seeks to acquire subjective beliefs and perspectives.

Phenomenological subjectivism brings a number of advantages to social research. First, through subjectivism, participants' perspectives are likely to be differentiated. Differentiated perspectives enable us to understand that we are related to the world in multiple ways (Sokolowski, 2007). We can see the phenomenon being investigated from different lenses because of the diversity of participants' perspectives, and this can enrich our views about the phenomenon. Second, differentiated perspectives can lead the researcher towards the 'essence' of the lived experiences, 'which is common to different forms of experience' (Sherman and Webb, 2001, p. 153). It is the essential sameness that results from the unique differences of individuals that unites them (Darlaston-Jones, 2007). Since 'phenomenology is about the lived experiences' (Lichtman, 2006, p. 72), the phenomenologist-researcher needs to find this essence. In my study, teachers' motivation-related experiences are 'the lived experiences', and the common motivational factors (e.g. needs) resulting from teachers' varied experiences are 'the essence of the lived experiences'. Another advantage is that phenomenologists focus on participants' consciousness, and when we are conscious, we are mindful of our views (Lichtman, 2006). The research subjects'

consciousness is expected to make explicit their awareness of their feelings, thoughts, and sensitivities. As an 'inner perception', consciousness requires the phenomenologist to proceed towards research without prejudice (Dreyfus and Wrathall, 2009), and this practice requires the researcher's ability for bracketing, which could be both an advantage and a disadvantage for my research.

As an advantage, bracketing would require me, the researcher, to depart from any preconceptions about teacher motivation because preconceptions carry certain levels of bias, and bias would prevent me from seeing the world through the eyes of another. As a disadvantage, bracketing would require me to take my thoughts on teacher motivation out of focus (Lichtman, 2006). The rationale here is that phenomenology requires social researchers to free themselves from their usual ways of perceiving a social phenomenon so that only the research subjects' consciousness remains. In departing from their preconceptions about people's behaviour, phenomenologists should exclude their 'self' from the data analysis, but this is not realistic in my research. Since this study was initiated from my subjective belief that there is apathy among mid-career teachers, my subjectivism cannot be excluded. Departing from my subjectivism would mean that the reality of mid-career teacher motivation is foreign to me, and this philosophy applies to the discipline of positivism. Not being able to depart from my subjectivism does not necessarily mean that I might be biased or that I might attempt to impose my own meaning(s) on the participants' understandings of the investigated phenomenon. The inclusion of my 'self' can be projected only in the process of imaginative variation that is applied in the form of a data analysis discussion. In the imaginative variation process, 'imaginative fancy is coupled with reflective

explication giving body, detail, and descriptive fullness to the search for essences' (Moustakas, 1994, p. 99). Through his or her imagination, the researcher sees variations in what is stated in the participants' accounts, and creates structures of causality. These structures are the structural descriptions that involve the researcher's subjectivism and are formulated from the textual descriptions that reflect the participants' subjectivism.

3.4 THEORETICAL APPROACH TO THE STUDY

Having positioned myself and this study in terms of ontology and epistemology, and having discussed symbolic interactionism and phenomenology, I have chosen a theoretical approach for this study that is grounded in phenomenology. This is a phenomenology-based approach formed on three assumptions. The first assumption is that human beings construct their social realities through their differentiated perspectives based on their unique experiences, and the interpretivist-researcher accepts the diversity of perspectives embedded in the collected data. The second assumption is that human beings' perspectives can reach the 'essence' of research subjects' lived experiences. In my study, the 'essence' of my participants' lived experiences constitutes the factors that positively or negatively affect mid-career teachers' motivation. The third assumption rejects bracketing as a notion that excludes the researcher from the interpretive paradigm, but welcomes it as a notion that excludes the researcher's prejudice. The rationale for this assumption is twofold. First, the researcher cannot be excluded from the data analysis; in trying to understand a research subject's lived experience, I inevitably include my own understanding of such an experience. As such, my personal positioning is expected to convince the reader

of the authenticity of my participants' lived experiences. Second, the researcher's bias has to be excluded from the data analysis. In my attempt to interpret my research subjects' experiences, I apply several possibilities to their articulated ideas, and this is the process of imaginative variation that can develop into a discussion (Moustakas, 1994).

My choice of a phenomenology-grounded theoretical approach indicates that as a researcher, I view teachers' motivated behaviour as a product of the way in which my research subjects interpret the world (Bryman, 2004). I seek to grasp the meanings that they assign to their behaviour and see things and situations from their point of view. My chosen approach rejects positivism and favours interpretivism. Interpretivism disputes phenomenological bracketing and allows my personal positioning to be articulated in the data analysis. Through imaginative variation, I understand that there are multiple roads to the truth, while those roads can conjure up multiple possibilities relating to the 'essences' and meanings of an experience. Such an understanding explains my preference for qualitative research and the use of an interpretative paradigm.

My understanding that there are multiple roads to the reality of teacher motivation drives me now to provide my own meaning of teacher motivation as this is derived from my own lived experiences. I interpret motivation as a desire that is nurtured by enthusiasm; that desire is born, sustained and strengthened within a thinking process which directs me to take a risk in education. By taking a risk, I mean that I am guided by my desire to do things differently in my day-to-day preparation for teaching, and to initiate activities in my school workplace that go

beyond the ordinary. Such a desire is associated with three characteristics: 1) to develop myself personally and professionally; 2) to provide others (e.g. students, colleagues) with opportunities to develop personally and/or professionally through having new experiences; and 3) to fulfil my need for perceived achievement. In my thinking process, what starts as a desire is then transformed into a goal which moves me to set strategies towards its achievement. En route towards the achievement of the goal, I involve others (e.g. students, colleagues, the headteacher) in the setting of the strategies, and we share ideas, expend energy and effort, and collaborate in order to achieve a better outcome.

3.5 CONCLUSION

In this chapter, I posited myself as a researcher of a social reality that is the product of human constructs. The knowledge of this reality is subjective, and its perspectives are ascertained through interpretivism. I presented qualitative research as both a process and function of individual characteristics, situations, and perspectives prior to discussing the advantages and disadvantages of symbolic interactionism and phenomenology. My journey of analysing the potential philosophical and theoretical approaches in this study convinced me to reject positivism and its traditional paradigm in favour of an interpretivistic phenomenology-based theoretical approach. Grounded in phenomenology, such an approach enables me to investigate teacher motivation through the participants' subjectivism and examine their thinking in a methodology that is examined in Chapter 4.

CHAPTER 4: METHODOLOGICAL ISSUES AND CONSIDERATIONS

4.0 INTRODUCTION

Having positioned myself as an individual researcher working within the paradigm of interpretivism, I can now unequivocally state that the methodological position of my study lies in the discipline of qualitative research, which is an inquiry 'grounded in the assumption that individuals construct social reality in the form of meanings and interpretations' (Gall, Borg, and Gall, 1996, p. 767). The social reality of teacher motivation is a construct of the human mind and needs to be studied through the participants' (mid-career teachers', headteachers', and students') meanings and interpretations.

In this chapter, I explain the research design in relation to the methods used for data collection, as well as discuss the method of sampling and negotiation for access to my research participants. I then discuss the ethical considerations related to this study, the design of the research instruments, and the process of piloting. Finally, I discuss the trustworthiness of my research, the data collection, and the data analysis.

4.1 RESEARCH DESIGN

My investigation employs a survey which comprises a cross-sectional research design that is qualitative, exploratory and descriptive. The choice of a cross-sectional survey is based upon certain factors. First, a cross-sectional survey allows me to collect data from a variety of methods (e.g. interviews including questions which are pre-prepared or not, questionnaires) on more than one case at a single point in time (Briggs and Coleman, 2007). A survey fits into my research, where I collect data from semi-structured interviewing and focus group from 12 teachers, six headteachers and thirty-eight students in six lyceums, which are spread in two towns in Cyprus, within a specific period of time. Second, the data which are collected from two or more variables via a survey can be analysed to identify patterns of association (Bryman, 2004). The use of a survey in my study enables me to collect qualitative data in connection with three data sets (teachers, headteachers, students) and to analyse them separately. A survey then provides a context which has the capacity to illuminate links and/or discrepancies between different levels (mid-career teachers, headteachers, students) within the school system, and can outline the different players' perceptions on teacher motivation. Further, a survey begins with general research issues which are investigated through specific research questions (Bryman, 2004). This is exactly what I do in my research. I begin with the general research issue of teacher motivation which is investigated through five research questions (listed on page 30), which are the result of reviewing the literature relating to the issue. A further argument in support of a survey is that it can relate the story that it constructs to any relevant research and add to the existing body of knowledge on the subject matter. Relating the constructed story to extant research, a survey can act as scaffolding

for future researchers because surveys ‘maybe repeated in the future or in different settings to allow comparisons to be made’ (Blaxter, Hughes, and Tight, 2006, p. 79). Finally, the research design of my study, which employs semi-structured interviewing and focus group as the central methodology, enables me to use the same or similar questions in the two methods, and to achieve triangulation. These judgments provide justification for the use of a survey in my research.

The methods of data collection

The collection of interpretivistic data for the exploration and explication of ‘teacher motivation’ is achieved through two methods: semi-structured interviewing and focus group. The semi-structured interviewing is conducted with teachers and headteachers, while the focus group is used with students. Both methods can provide a framework within which participants are given the opportunity to express their views in their own terms.

Semi-structured Interviewing

The suitability of semi-structured interviewing as a method to investigate teacher motivation as interpreted by teachers and headteachers is based on certain conceptualisations. Firstly, semi-structured interviewing ‘attempts to understand themes of the lived world from the subjects’ own perspectives’ (Kvale and Brinkmann, 2009, p. 27). The research subjects interpret the social reality of teacher motivation through their subjective meanings, and the researcher interprets that reality through the research subjects’ perspective. That said, both

the participant's and the interviewer's subjectivism are present in the analysis of the data collected from semi-structured interviewing, and this justifies my rejection of 'bracketing' as a phenomenological issue that excludes the researcher from the process of data analysis (discussed in Chapter 3).

Secondly, the 'flexibility of semi-structured interviewing makes it so well suited to answering a "why" question' (Miles and Gilbert, 2005, p. 66). With the capacity to ascertain the reasons underpinning a phenomenon, semi-structured interviewing can achieve in-depth data. What facilitates participants' perspectives about specific phenomena to be uncovered is the interview guide. Semi-structured interviewing provides the researcher with an opportunity to use interview guides, which can be made up of themes to be covered with suggested questions, as well as the ability to be flexible with the questions outlined in those guides (Kvale and Brinkmann, 2009). The interviewer may decide to pose the questions in the precise order presented in the guide, or he or she may follow up with the research subjects' responses. Following the guide with precision would make it seem as though the interviewer was delivering prepared lines rather than leading a conversation. Being able to follow the research subjects' responses means that the interviewer can probe into responses in order to determine the 'why' of what is said, and to acquire examples or seek clarification for what is said. The interviewer can also add and remove questions. It is upon this logic that the construction of the questions in the interview guides of my research had been based.

I had designed open-ended specific and direct questions, and constructed the research instruments with these. The follow-up strategy that I used included other questions, probes, and statements, which were open for improvisation during the interview (Wengraf, 2001) because I could not know how participants would respond to the initial questions. My purpose was to use the questions, probes, and statements to follow up with participants in a way that fit with the person and any situations that may have arisen. However, the questions, probes, and statements that I used should never be viewed as a strategy without a plan. The flexibility of the semi-structured interview serves as a tool that allows me to delve into teacher motivation in-depth.

Focus Group

The focus group is used to investigate teacher motivation as interpreted by the students. This choice is based on the tendency for focus groups to bring 'together a specifically chosen sector of the population to discuss a particular topic, where the interaction with the group leads to data and outcomes' (Cohen et al., 2000, p. 288). The researcher should be able to construct a focus group made up of people with specific characteristics, and he or she can therefore obtain data from their discussions.

My preference for focus groups is based on arguments made with respect to the focus groups' characteristics and the data that could be gained from these groups. Since it is common for the focus group to indicate 'homogeneity of background' (Cohen et al., 2000, p. 288), the focus groups in my research are all made up of lyceum students aged 16-18 years old. They are all students of the mid-career

teachers who participated in my study. As to the data gained from such focus groups, they tend to be 'rich' in relation to the size of the group and in terms of the time devoted by the researcher to the group. Each focus group in my study consists of six to seven students. The size of the group suggests that data could be 'rich' with genuine thoughts and feelings of the students surrounding instructional practices and classroom climate. The students' data can also be 'rich' because focus groups 'excel at uncovering why participants think as they do' (Barbour, 2007, p. 32). By justifying why they perceive their teachers as motivated (or not), students can delve deeper into the investigated phenomenon, and their views can thus be illuminating in that regard. The focus groups can produce a wealth of data from multiple perspectives within a short period of time when compared to the one-to-one interviews conducted with the teachers and headteachers.

Sampling and negotiation of access

Sampling and negotiation of access are interrelated in my research, which is why they are discussed together. The sampling of participants for my research is purposive because the emphasis is on quality rather than quantity. The sampling is guided by my intention to interview only people who are relevant to the research questions of my study (Bryman, 2004). The sample was chosen for a specific purpose: to acquire 'rich' data about the motivation of mid-career teachers. The research setting (i.e. lyceums) is determined by the purpose of the study, which is to investigate mid-career teachers' motivation, for it is in lyceums that most mid-career secondary school teachers are employed.

The negotiation of access to my research sample started when I got permission to carry out my research in secondary schools by the Ministry of Education. Then, I obtained a list of the urban lyceums in Limassol (6) and Paphos (3). The choice of the towns of Limassol and Paphos is realistic for me as a part-time researcher for two reasons. First, the two towns are in the region of the country where I live. Second, owing to the transfer of teachers, the number of teachers in each school is usually representative of teachers from all four towns in Cyprus (Lefkosia, Larnaca, Limassol, Paphos).

In order to have access to schools, I phoned the headteacher of each lyceum in Limassol and Paphos. After explaining that I had permission from the Ministry of Education to carry out research in secondary education, I asked them for permission to access their schools for my research. Having explained to the headteachers that access to their schools would mean that they would agree to be interviewed, I was given access to five of the six lyceums in Limassol, and to all of the three lyceums in Paphos. The reason for not getting access to the sixth school is that PISA (Programme for International Student Assessment) research was being carried out in that school at the time. The three lyceums in Limassol to be included in the study were chosen at random by putting the names of the five schools in a hat and asking a colleague to pick out three.

With their schools being included in the study, the six headteachers were expected to express their views about mid-career teacher motivation through their observations and experiences. I visited the headteachers in their schools and gave them a letter (Appendix 2) outlining the project, an information sheet (Appendix

3) outlining the purpose of the research, and a consent form (Appendix 4) to be signed should they agree with the rights and responsibilities outlined therein. I asked them to provide me with a list of teachers who have 11-20 years of teaching experience. All six headteachers provided me with their signed consent forms and with a list of mid-career teachers before we arranged a time for an interview.
My selection of the sample teachers with 11-20 years of teaching experience was based on the lists provided to me by the headteachers. For each school, I listed the teachers according to their years of experience, putting those with the most years of teaching experience at the top and moving downwards to those with the fewest. Then, I sent a letter (Appendix 5) and an information sheet (Appendix 6) to the teachers on the list. The teachers' information sheet included a section that they had to complete and send back to me in an enclosed envelope if they wanted to participate.

Having received the signed section from the teachers, the first list was replaced by a list of the teachers who agreed to participate in my research, separately for each school. To select teachers from the lists, I first looked at the gender balance; however, since females far outnumbered males, I selected the teacher with the fewest and the teacher with the greatest number of years of teaching experience from each list in order to have a teacher sample that represented a range of years of teaching experience. Details of the teacher sample are presented in Table 4.1.

Table 4.1: The teacher sample

Schools	**Town**	**Teachers**	**Gender**	**Years of experience**
Bee	Limassol	Niovi	Female	20
		Tiffany	Female	11
Beetle	Limassol	Amelia	Female	16
		Serena	Female	11
Butterfly	Limassol	Yiasmine	Female	20
		Sera	Female	19
Ant	Paphos	Mina	Female	20
		Paul	Male	11
Fly	Paphos	Silva	Female	20
		Nara	Female	14
Grasshopper	Paphos	Sally	Female	14
		Adam	Male	12

After selecting my teacher sample, I visited the schools, met with the selected teachers, and gave them the teacher consent forms (Appendix 7). At that time, I asked the teachers to select six or seven of their students (per school) to participate in the focus groups. I explained to them that those six or seven students should be of mixed ability and gender, and then gave them the students' letter (Appendix 8), information sheet (Appendix 9), and consent form (Appendix 10), as well as the letter (Appendix 11), information sheet (Appendix 12), and consent form (Appendix 13) for the students' parents. The 38 chosen students (23 girls and 15 boys) were divided into six groups aged 16-18 years old. The students were selected to expand the data further through voicing their views about motivated teachers' activity and behaviour in the context of the classroom.

The size of the sample (56 participants: 12 teachers, six headteachers, and 38 students) was determined by the number of secondary schools participating in my

research. At the time of the research, the six headteachers (three males and three females) had been in the post from one to six years. The sample of 12 teachers (two males and ten females) is key to the study of the teachers' voices, which can be an amalgam of lived experiences as well as of current and future desires and needs; these findings can be illuminating in terms of the factors that motivate teachers to become active in the workplace. The 12 teachers vary in age and teach diverse subjects.

After selecting the teachers, I phoned them to ensure they had signed the consent forms, and arranged a meeting time for a one-to-one interview of about an hour. I collected the teacher consent forms at the interview. The headteachers' and teachers' interviews took place as arranged. At the time of the teachers' interview, I collected the students' and their parents' consent forms and we agreed on a date and time to conduct the focus groups. I asked the teachers not to say anything about the content of the interview to their selected students so as to prevent any potential influence on the part of teachers over students. The focus groups took place as arranged. Before we started, I collected the signed section that was included in the students' information sheet and obtained their oral consent. The student focus groups, which were estimated to take about 45 minutes – i.e. one class period – sometimes continued into the students' break due to their great interest in the discussion. The students' interest in the discussion might have been encouraged by the ethical considerations taken to protect their identity, as explained in the next section.

4.2 ETHICAL CONSIDERATIONS

The investigation of teacher motivation concerns the lives of teachers within their schools and classrooms, while the execution of the investigation itself gives rise to a number of ethical issues such as informed consent, participants' rights, confidentiality, and anonymity. Transcribing the research subjects' accounts conjure up the ethical issue of translation. I now discuss these issues in turn.

Informed consent

First, the University of Nottingham granted me permission to conduct the research in secondary schools in Cyprus. The permission was granted after my submission of a statement of research ethics, a statement outlining the process of gaining access to research participants, a letter, an information sheet, and a consent form, which were addressed to the research participants. Second, the Ministry of Education in Cyprus granted me permission to carry out my research in secondary schools after I sent a letter outlining my personal and professional information and explaining the purpose of the study, and after applying for permission from the Centre of Research and Assessment.

The teachers, headteachers, students, and students' parents all indicated their willingness to participate in the research by signing the consent forms and returning them to me. The teachers and students also completed a section on the information sheet indicating their agreement to participate. In addition, I ensured the participants' voluntary participation through acquiring their orally articulated consent immediately before the interview or discussion started.

Participants' rights, confidentiality, and anonymity

All research participants were assured of their right to withdraw from the research project at any stage should they wish to do so, and should that happen, their withdrawal would in no way cause them harm of any form.

Anonymity and confidentiality are ethical issues that protect the research subjects' identity. To ensure anonymity, I made no connection between the subjects' responses and their identity. To achieve confidentiality, even if I was able to connect the subjects' responses to their identity, I did not release the information in the collected data to anyone else (Human Subjects Research, 2010). In this thesis, participants' identities are protected by the use of pseudonyms for both the schools and teachers, and numbers are used to identify headteachers and students. When assuring the students of confidentiality, I informed them about the pseudonym and numbering practice to be followed in the analysis of my data and asked them to feel free to orally articulate their views on teacher motivation. I told them that in no way should they allow their thoughts and feelings to be influenced by the teacher who selected them to participate in my research. The data analysis (Chapters 5 and 6) shows that this ethical issue was well premised because students in all the focus groups were critical of some teachers' classroom-related attitudes and behaviours.

The participants were assured of anonymity in any future publications and I promised to send them a copy of the completed thesis, in which the ethical issue of anonymity would be clarified. As I intend to use the findings to contribute to policymaking, I will send a report of my findings to the Ministry of Education,

and I will also provide presentations of my findings in the schools where I collected the data. The data will be treated in the strictest confidence. They will be reported in anonymised form, so participants are not identifiable in any part of this project.

The recorded data are stored as electronic files on my personal computer; they are accessible only to me, and are shared only with my supervisors. They may be shared by the examiners upon request. Participants' own data (transcripts) can be made accessible to them upon request. These constitute data from the piloting and actual research.

Translation

The collection of data from Greek participants obviated the need for translation, which might violate the participants' privacy unless it can convey the 'truth' of their views as articulated in the interviews and focus group discussions. That said, consistency must be achieved between what the participants said and what I present in the data transcriptions. Such consistency suggests that translation is a matter of professionalism and integrity. In terms of translation, professionalism requires me to translate them as accurately as possible. To achieve such an accurate translation, I took on the responsibility of translating exactly what was said and transferred the meaning of the messages from one language to the other with as much precision as possible. For this reason, I did not conduct a word-for-word translation where the meaning could be lost in translation. Concerning the integrity of the translation, I relayed my participants' interpretations of their lived experiences regarding teacher motivation accurately and impartially; by

‘accurately’ and ‘impartially’, I mean that in no way have I injected my own opinions, but simply disclosed any ideas, beliefs, and any clearly articulated conflicts, even if I may not have agreed with these. This practice has to do with keeping any preconceptions in check so as not to be biased, as discussed in Chapter 3.

A second issue that obviated the need for translation was the change from English to Greek in the interview questions, which also acted as cues for discussion in the focus groups. This kind of translation also required me to transfer the exact meaning of the words used in order to formulate the questions from English to Greek, while seeking to obtain data that actually described the phenomena being investigated.

4.3 DESIGN OF RESEARCH INSTRUMENTS

The research instruments used to collect data from the teachers, headteachers, and students are interview guides and focus group discussion guides. The guides were turned into schedules at the time the interviews and discussions took place.

In the semi-structured interviews, the researcher has ‘a list of questions or fairly specific topics to be covered, often referred to as an interview guide’ (Bryman, 2004, p. 321). Due to the level of flexibility that the semi-structured interview allows the researcher to have, the questions in the guide may not be asked exactly in the way they were outlined in the schedule. A distinction is made here between an interview guide and an interview schedule, which could be explained in how I used these two in my research. I designed interview guides for teachers (Appendix 14) and headteachers (Appendix 15) with questions listed under three sections: 1) teacher motivation; 2) teacher motivation,

climate, and intrinsic needs; and 3) teacher motivation and school leadership. All the questions listed under these three sections were asked, but not always in the order shown on the guide because I frequently picked up on what the participants said and followed up with other questions, probes, and statements, and I would sometimes improvise on the basis of what was given as an answer to a predetermined question. The topics and questions listed under these sections, together with the follow-up questions, probes, and statements were used to formulate the interview schedules, which appear as digital audio documents that were transcribed into Microsoft Word (Appendix 16), and the sources were imported into QSR NVivo 9, which is a software program for qualitative data analysis on my computer. The interview questions also included some contingency plans (Appendix 17).

The questions listed under the three sections were constructed by means of the gaps that were identified after reviewing the literature (Chapter 2), and these gaps pertain to what I know about teacher motivation versus what I need to know about teacher motivation in the context of Cyprus. The identified gaps also enabled me to design the career phase diagram illustrating the factors, which were derived from the literature and policy, that influence teachers across the five phases that make up their early, mid-, and late career phases (Appendix 1). The interview guides, together with the diagram, facilitated the collection of the empirical data.

The questions listed under the first section required participants to interpret motivation, identify the characteristics of a ‘motivated teacher’, and provide any additional aspects that would characterise teacher motivation. Participants were

also required to add any factor(s) to the ones illustrated in the diagram of the five phases in the teacher's professional life (Appendix 1) and to identify a career phase in which teachers may experience a peak in their motivation for their job, and to give the reasons for this. In the second section, participants were required to talk about the school climate that motivates teachers, they had to give an example of whether this kind of climate exists in their school, and they had to make suggestions about how the climate can be improved so as to motivate teachers. They were further asked to identify the intrinsic needs that motivate teachers and the extent to which these needs are met, and they made suggestions as to how to meet teachers' needs more satisfactorily. Finally, they were asked to identify the strong intrinsic satisfiers and dissatisfiers for teachers. In the third section, participants were required to identify the ways in which teachers in their school were given opportunities to be involved in decision making that led to school improvement, and to explain these opportunities. They were asked about how the leadership of the school supports those opportunities, how the headteacher can create such opportunities, and how others in the school could play a part in involving teachers in the decision-making process.

The questions in all three sections of the interview guide appear to be fairly well structured; however, their structure refers to the nature of the interview guide, not to the conduct of the interview. The conduct of the interview is semi-structured, owing to the flexibility that semi-structured interviews tend to apply. For the most part, the interview questions are 'how', 'what', and 'why' questions. For example, 'how do you interpret 'motivation?' and 'what are the characteristics of a motivated teacher?' These are specific questions because they enable me to

address the research questions. Direct questions introduce themes and dimensions of the themes directly, e.g. ‘what, do you think, are the strong intrinsic satisfiers for teachers?’ The open-endedness included in all questions is maintained so that genuine discoveries may ensue.

The follow-up strategy, which was used to enable participants to delve deeper into the phenomenon of teacher motivation, consisted of other questions, probes, and statements. When Sally (Grasshopper School, Paphos) said that ‘external recognition promotes individualism’, I asked her: ‘can you give me an example of external recognition?’ When Serena (Beetle School, Limassol) stated that ‘the teacher discovers himself’ in the mid-career phase, I probed for clarification: ‘what do you mean: the teacher discovers himself?’ When Sera (Butterfly School, Limassol) said that she cried because she received no praise for an activity she organised, I repeated: ‘you cried?’

The questions that structured the interview guides and schedules were used as themes in the students’ focus group discussion guides (Appendix 18), so as to stimulate discussions between the students, and I took on the role of directing the discussion. To achieve this, I had studied the structure of the questions, but I made it appear as if the discussion was moving smoothly with little control (Barbour, 2007).

The teachers’ and headteachers’ responses to the interview questions, in addition to the students’ discussion, revealed the ‘essence’ of their lived experiences in the form of subjective meanings and interpretations. The common factors that the

participants added to the mid-career phase were added to the diagram (Appendix 1) as factors emerging from the empirical data after the data analysis, and used to formulate a new diagram.

4.4 PILOTING

The piloting process consisted of two phases. In the first phase, the interviews and focus groups were conducted in two suburban lyceums in Limassol. The preference for suburban lyceums is based on the assumption that those settings are similar to the urban settings, where my actual research would take place, due to their closeness to the city. After gaining access to the schools and going through the ethical procedures, I interviewed the headteachers and two mid-career teachers from each school, and then carried out with four students a focus group discussion pertaining to the interviewed mid-career teachers.

This first phase of the pilot study functioned as an early test of how well the questions in the research instruments worked in practice. It enabled me to judge the feasibility of the interview and focus group guide, and I was able to make modifications that focused on the themes of the questions. The modifications took the form of restructuring the questions into more specific ones. For example, the indirect question ‘tell me about the needs and goals that motivated teachers have’ was replaced by ‘tell me about the intrinsic needs that motivate teachers’. The question ‘as you see it, how many opportunities do you feel that teachers are given to make worthwhile contributions to the school leadership?’ was replaced by a more understandable question: ‘as you see it, how are teachers in your school given opportunities to be involved in decision making for the improvement of the

school?' The restructuring of the questions was determined by the participants in the piloting, who sometimes asked me to explain the meaning of some questions and some key words (e.g. motivators, demotivators). Words that were ranked as problematic were replaced by others. For example, the word 'motivators' was replaced by 'intrinsic satisfiers' and the word 'demotivators' was replaced by 'intrinsic dissatisfiers'. Also, the data I gained from the piloting were few.

The restructured questions in my research instruments (Appendices 14, 15, 18) are the outcome of changes made to the questions in the pre-modified interview guides addressing teachers (Appendix 19) and headteachers (Appendix 20), and in the pre-modified focus group discussion guide addressing students (Appendix 21). The restructured instruments included open-ended questions that encourage participants to reveal the truth about their feelings (Whiting, 2008). Truth in qualitative research is relative and I consider whatever my research participants said to be true.

Using the restructured guides, I undertook the second pilot phase. I interviewed the headteacher of a suburban lyceum in Paphos, two mid-career teachers, and four students of the two mid-career teachers in a focus group. In this phase, I made sure that my research instruments functioned well because I was not asked for any further explanation and I acquired a lot of data. This phase helped me gain some experience in using the restructured research instruments, and infused me with confidence to proceed with the formal interviewing and focus group. The second piloting showed that there was no need for further changes to the questions in the research instruments.

The piloting of my research instruments and the ethical considerations taken to protect the human research subjects are factors that contributed to establishing the trustworthiness of my research. Other factors that contributed to building the trustworthiness of my findings are credibility, transferability, dependability, and confirmability. These issues are further discussed under the heading 'trustworthiness'.

4.5 TRUSTWORTHINESS

Having framed my study within the interpretive paradigm of qualitative research, this will now be considered in terms of trustworthiness. Lincoln and Guba (1985) suggest that the factors to be considered when establishing the trustworthiness of findings in qualitative research are credibility, transferability, dependability, and confirmability.

Credibility, which relates to the researcher's confidence in the truth of his/her findings, was established in my research through triangulation and member checking. On triangulation, I obtained data from three sources (teachers, headteachers, students) through semi-structured interviews and focus groups. As to member checking, I involved the participants in my research to check the accuracy of their own data in two stages. The first stage of member checking occurred immediately after the document transcriptions were ready. I visited the schools and gave the teachers and headteachers copies of their transcribed interviews and asked them to read them and comment on anything they would disagree with. Some of them read through the transcripts quickly and said the agreed with everything I presented. Others said they would read them at home. I

gave the transcribed documents of the focus groups to the teachers and asked them to check whether the participant-students would agree with the content or not. In two schools, I met the students from the focus groups during the break and they were quite satisfied when they read the transcriptions of their group discussion. The second stage of member checking took place after the textual descriptions were completed for all participants. Many participants were involved in this stage (eight teachers, four headteachers, three focus groups). I visited them in their schools and asked them to check the descriptions and comment on whether my interpretations rang true and were meaningful to them. The process of member checking served as a means of participant-validation of my research findings.

Credibility also relates to the readers' sense of confidence in the truth of the findings, which in my research was established through the presentation of the diverse perceptions of teachers, headteachers and students on the reality of teacher motivation. Such a presentation of ideas is based on a three-fold intention of mine: 1) to put my respect to my participants' diversity of perceptions into praxis; 2) not to impose a single construct of teacher motivation on my readers, but to allow them to see the multiple roads which can construct teacher motivation; 3) to provide my readers with the opportunity to see which of the multiple roads that construct teacher motivation they (readers) would resonate with their own experiences.

Transferability concerns whether other researchers can relate the findings of my study to their own, either in the same context or in some other context (Lincoln

and Guba, 1985). To enable transferability, I presented my findings through detailed descriptions of the phenomenon of teacher motivation. Dependability has to do with the stability of my findings over time, and confirmability refers to the internal coherence of the data with respect to the findings. Since Lincoln and Guba (1985) suggest that dependability and confirmability should be achieved through an 'auditing' approach, I therefore asked a colleague, who had shown interest in the stages that I went through to produce this thesis, to act as an auditor. I kept informing her about the content of each chapter, and together we discussed the findings of my study. Her feedback acted as assessment of how far the process has been properly followed from the time I decided on my research topic to the completion of my research. This kind of auditing helped establish the dependability of my research. As for confirmability, my examiners confirmed the internal coherence of my thesis.

4.6 DATA COLLECTION

The data for my research were collected through semi-structured interviewing and focus group discussions. As already explained, I started my research with the piloting of the research instruments, and then continued with formal research. I conducted the semi-structured interviews of teachers and headteachers, one by one. The headteachers were interviewed in their offices, and the teachers were interviewed in an assistant headteacher's office after we had acquired the necessary permission. In three cases, the focus group discussions took place in the school library, which the headteachers had arranged to be vacated beforehand for our use. In two schools, the focus group discussion took place in an assistant headteacher's office. In one case, the focus group was conducted in a small

classroom next to the headteacher's office because the headteacher thought it was the quietest place for a discussion. I had given each student a number, which s/he mentioned before s/he started talking so as to ensure anonymity. The students had the number in front of them in case they forgot or got confused when hearing the other numbers.

The teachers' and headteachers' answers to the interview questions and the students' discussions were audio-recorded while participants were talking, and were later transcribed. I did not make notes about gestures or general demeanour during the interviews or discussions to avoid distracting the participants. The questions in the research instruments were translated into Greek, and the answers and discussions were translated into English to facilitate the data analysis.

4.7 DATA ANALYSIS

The data analysis started with downloading the participants' interviews and discussions onto my computer as digital audio files. The interviews and discussions were fully transcribed to provide a verbatim account of the exchange. To achieve this, while listening to the audio data, I translated them from Greek to English and transcribed them into Microsoft Word files at the same time. Once the transcriptions were completed, the participants' documents were subjected to a more detailed analysis by utilising the qualitative analysis software, QSR NVivo 9. This second stage of the process was achieved by importing the transcribed documents into NVivo as internal sources. The imported document 'is copied into the NVivo database, while the original document remains intact in its original location' (Bazeley, 2007, p. 52).

4.8 CONCLUSION

This chapter explains and justifies the situation of my study methodologically within the paradigm of interpretivism in the discipline of qualitative research. The research design is a cross-sectional survey that describes and explores the phenomenon of mid-career teacher motivation through semi-structured interviewing and focus group. The questions in the research instruments were restructured after a piloting process so as to elicit accurate data from the participants. The restructured instruments and the designed diagram (Appendix 1) proved appropriate for investigating the research problem on purposive sampling. What ensured the findings' trustworthiness are the ethical considerations, namely, informed consent, participants' rights, confidentiality, anonymity, and translation, but also credibility, transferability, dependability, and confirmability. The audio recorded data were translated and transcribed, and then stored on my computer. Since the data were stored as electronic files, it was possible to use the QSR NVivo 9 software. The next chapter presents a data analysis of participants' responses to the research questions.

CHAPTER 5: DATA ANALYSIS AND THE RESEARCH QUESTIONS

5.0 INTRODUCTION

The first part of this chapter explains the process that I have undertaken to analyse the research data using the qualitative analysis software QSR NVivo 9. The second and major part of the chapter presents the key themes that influence mid-career teachers' motivation. These emerged from the analysis of the research subjects' responses to my first four research questions. The fifth question is answered in the conclusion of the thesis in the form of a discussion on the implications drawn from the findings of the four research questions (Chapter 5), and from the 'moderators': the strong factors influencing mid-career teachers in the phase they are currently in (Chapter 6).

5.1 DATA ANALYSIS PROCESS

Following the teachers' and headteachers' interviews and the students' focus groups, the related digital audio files were downloaded onto my computer before being fully transcribed. This was achieved by listening to the audio data, translating them from Greek to English, and then transcribing them into Microsoft Word files. The transcriptions were subjected to a detailed analysis by utilising QSR NVivo 9. This second stage of the process began by importing the transcribed documents into NVivo as internal sources. In analysing the data, I classified texts of codes from the data into nodes and moved from document analysis to theorising. To achieve this, I created nodes named after the broad themes of the interview questions and transferred all relevant codes into those

nodes. This listing and preliminary grouping of codes constituted 'horizonalization', the first stage in a modification of van Kaam's (1959, 1966) method of analysis of phenomenological data by Moustakas (1994). I looked for themes that participants mentioned without being asked about, which could be abstracted and labelled as new nodes, and these new nodes constituted the 'horizons of the experience'. As overlapping and repetitive expressions were eliminated, the horizons that remained became 'the invariant constituents of the experience' (Moustakas, 1994), which enabled me to identify relative concepts and linkages between them.

The linkages between the concepts of the nodes and the large number of nodes led me to look for the overarching themes of the nodes. In doing so, I achieved the clustering and thematizing of the invariant constituents. After checking for the invariant constituents' explicit expression, I achieved 'validation'. Upon validating the invariant constituents and themes, I created files in Microsoft Word that were named after the research questions, and I then constructed an individual textual description of the experience for each participant, with verbatim examples from the transcribed documents. Applying imaginative variation in the form of discussion to the textual descriptions, I constructed a textual-structural description of the experience in Word for each participant. I used the textual-structural descriptions to answer the research questions of my study (Chapter 5) and determined the 'moderators' (Chapter 6).

As sub-themes to the research questions and 'moderators' emerged while analysing and interpreting the data, I ran queries in NVivo to identify where those

sub-themes came from and to determine how many instances of a sub-theme were in each source in order to assess what my data were saying in relation to each sub-theme. I usually started running a query with a simple question about the level of association between the key themes of the research questions and the emerging sub-themes, and then I sought clarification or more detail. In doing so, sometimes I tried to see whether the association held only for all or for some groups in the sample. Queries prompted me to ask further questions, which facilitated my searching and analysis process (Bazeley, 2007). Figure 5.1 shows a coding query.

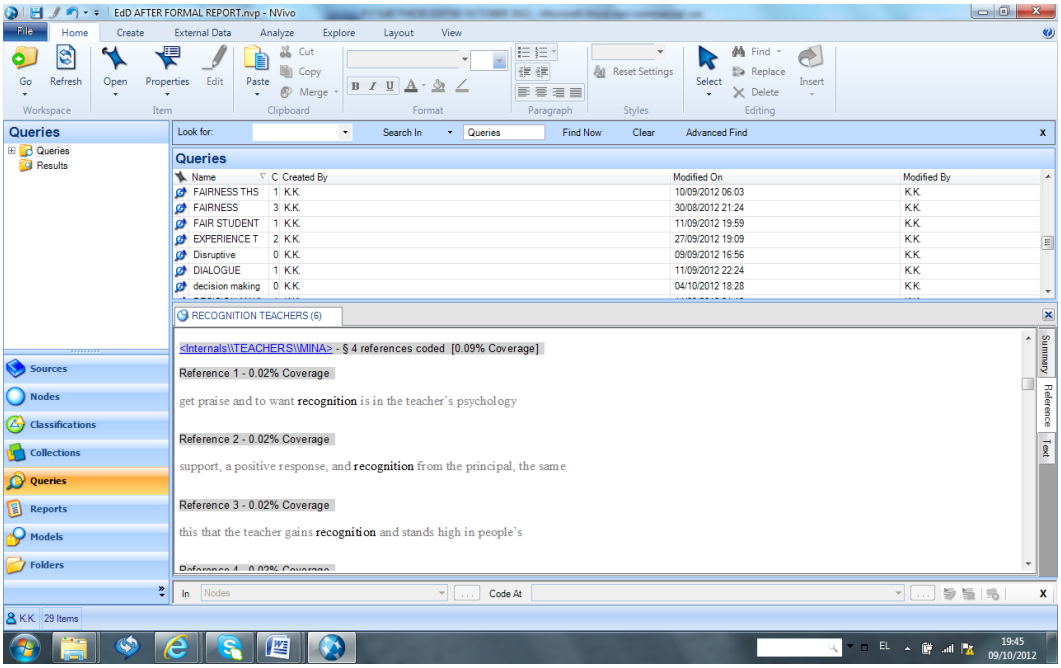

Figure 5.1: A coding query.

The rest of this chapter is structured using research questions 1-4 as its sections, with each including a discussion of the key themes that emerged from the NVivo data analysis of participants' responses to the research questions:

1. How do mid-career teachers, headteachers, and students interpret teacher motivation?
2. What are the characteristics that mid-career teachers, headteachers, and students associate with a 'motivated teacher'?
3. What are the needs identified as strong motivators for mid-career teachers?
4. How, if at all, are the needs of mid-career teachers met within their professional context?

5.2 HOW DO MID-CAREER TEACHERS, HEADTEACHERS, AND STUDENTS INTERPRET TEACHER MOTIVATION?

The interpretations of teacher motivation seem to indicate that motivation essentially relates to the individual. Being conceived as an individualistic phenomenon, it is not unusual for motivation to be interpreted as a force moving the individual teacher towards engagement in a particular activity which aims to fulfil the teacher's needs. In addition, it is not unusual to hear references to motivation as leading the individual towards the achievement of goals or as originating from within or from outside the individual. Below, I present interpretations of motivation emerging from the 'essence' of the perspectives of each data set, i.e. teachers, headteachers, and students, respectively. Then, I present motivation through two meta-themes that emerged from the 'essence' of all data sets. In doing so, not only does this section interpret the central themes of teacher motivation, it also sets the context for the analyses of my research questions in later sections.

How do mid-career teachers interpret teacher motivation?

Mid-career teachers (ten out of 12) interpret teacher motivation as a force that energises, activates, and sustains behaviour towards the fulfilment of needs, namely: creativity, job effectiveness, collaboration, and contribution to the development of society:

> a moving force which pushes you to create ... to cooperate.
> (Butterfly School, Yiasmine, Limassol)

> what leads to an increase in the effectiveness of employees.
> (Bee School, Tiffany, Limassol)

> the need to show to society that ... you want to make your own contribution to it.
> (Ant School, Paul, Paphos)

In their references to their need for creativity, seven out of 12 teachers linked motivation to a teacher's levels of education and to his/her work environment. Teachers' professional development might serve as a source of creativity, and the school context might enhance or restrict the teachers' level of creativity:

> Motivation urges you to create. It has a close relationship with a person's education and the stimuli that exist in a person's environment.
> (Fly School, Silva, Paphos)

Targeted by motivation, job effectiveness indicates the teachers' need to impart knowledge to students and their need to develop personal contacts with their students. These two needs were linked to the teacher's need for advancement (three teachers) and achievement (seven teachers):

> several motives might push you to give a very good lesson ... your desire to develop very good relationships with your students, your desire to transfer what you know ... in order for this to be later translated as a very good mark or advancement
> (Beetle School, Amelia, Limassol)

> the force that drives him to be effective in his job and to achieve a lot
> (Bee School, Tiffany, Limassol)

Four teachers who referred to the ‘sociogenetic’ nature of motivation related teacher motivation to the teachers’ need for collaboration by. Their references imply an understanding of motivation as an essential component for the development of relationships:

> the need to follow a route together with others.
> (Ant School, Paul, Paphos)

> people need it ... in their relationships with other people.
> (Butterfly School, Yiasmine, Limassol)

The implication of these references is that teacher isolation thrives in the absence of motivation. Demotivated teachers might lack the enthusiasm to get to know their colleagues better. Motivation is also presented as a ‘desire to develop very good relationships with students’ by Amelia (Beetle School, Limassol).

Interpretations of motivation in terms of the teachers’ need to contribute to the development of society link motivation to altruism, another aspect of its sociogenetic nature:

> you want to ... make your own contribution and add your own stone on this road.
> (Ant School, Paul, Paphos)

> a desire to make students active rather than apathetic people.
> (Beetle School, Amelia, Limassol)

> to contribute to people’s well-being without aiming necessarily at gaining a reward
> (Butterfly School, Sera, Limassol)

The teachers’ sense of altruism, presented here as a desire to contribute to the development of students as active members of society and holding no expectancies for personal benefits, connotes an acute sense of responsibility for the country’s future.

Teachers (eight out of the sample of 12) also interpret their motivation as a stimulus that moves them to engage in a specific activity in order to fulfil their needs. Being interpreted as a stimulus, motivation is attitudinal or it is a state of mind that moves the teacher to be active rather than apathetic in his/her schoolwork: 'a voice that is constantly in the mind' (Beetle School, Serena, Limassol). As a state of mind, teacher motivation is interpreted as being infused with positive thinking:

> The motivated teacher is positive ... negative thinking is a deterrent to motivation ... Optimism underpins motivation.
>
> (Grasshopper School, Adam, Paphos)

> Motivation energises you to do something with pleasure.
>
> (Bee School, Niovi, Limassol)

The words 'optimism' and 'pleasure', which are representative of positive feelings and strengthen the notion that motivation is attitudinal, can be instrumental in the teachers' desire to renew themselves in their teaching activities. Such renewal can be achieved through teachers' diversification of methods and expenditure of effort to reach their maximum potential, as well as to help them learn, improve, and grow. Encompassed in the teachers' attempts to continually renew themselves, motivation is interpreted as a process:

> Motivation is a continuous process ... The motivated teacher seeks out new things and searches for new challenges which will improve his lessons
>
> (Ant School, Mina, Paphos)

The positive feelings (e.g. optimism, pleasure) which are embodied in teacher motivation are noticeable by others, and motivation is noticeable through teachers' commitment to and enthusiasm for the job. Commitment and enthusiasm were included in definitions of motivation among 11 and nine teachers, respectively:

> Motivation is commitment to the job.
> (Grasshopper School, Adam, Paphos)

> Motivation is having great enthusiasm for the job
> (Bee School, Tiffany, Limassol)

How do headteachers interpret teacher motivation?

For the headteachers, teacher motivation is something that propels teachers to initiate work-related behaviour, which serves as a means towards the fulfilment of their need for advancement:

> Motivation is the means that activates, enthuses and directs somebody to advance.
> (Ant School, headteacher 5, female, Paphos)

> Motivation moves the teacher to act in a specific way. Of necessity, it constitutes the motives that are very important for the advancement of any teacher.
> (Bee School, headteacher 1, female, Limassol)

Presented by all headteachers as the teachers' ultimate need, advancement was specified by headteacher 2 (Beetle School, female, Limassol) as the need to become a headteacher and to reach self-actualization:

> to achieve the highest professional and personal level ... Professionally, the highest point is to ... become headteachers. Personally, however, it is to attain self-actualization.

Teacher motivation for advancement is interpreted as being infused with energy and gets its impulse from the headteacher's or the inspector's recognition. Motivation in the form of recognition carries an element of causality. As a cause of motivation, recognition moves the teacher to be active, and as an effect, it takes the form of a fulfilled need:

> The employer and the one standing higher in the hierarchy play a role in your motivation.
> (Butterfly School, headteacher 3, male, Limassol)

> the headteacher's recognition of teachers' work functions as motivation ... it is moral recognition that teachers need.
> (Fly School, headteacher 4, male, Paphos)

Being related to advancement, the teachers were reported by all headteachers as reaching a peak of their motivation in their mid-career phase due to expected trajectories for promotion:

> teacher motivation reaches a peak when the time arrives for the teacher to be judged in order to get a promotion.
> (Grasshopper School, headteacher 6, male, Paphos)

How do students interpret teacher motivation?

Motivation is interpreted by students (29 out of 38) as a means to, a reason for, or a direction towards engagement in any activity aimed at improvement. Students articulated what they perceived as the motivated teachers' need for self-improvement:

> motivation is the means that moves you to do something.
> (Beetle School, student 6, female, Limassol)

> the reasons which direct you towards becoming better at what you do.
> (Fly School, student 4, female, Paphos)

> motivation is being in a direction towards improvement.
> (Ant School, student 1, female, Paphos)

In the classroom, teachers were perceived as being able to improve themselves by diversifying their methods (28 students), and in the workplace, as being able to reach self-improvement by engaging in activities that allow them to be creative (19 students):

> a force that makes you seek to teach differently and take a lesson to a higher level
> (Beetle School, student 2, female, Limassol)

> the extra desire or power that you are given to try all the teaching-learning methods
> (Bee School, student 1, male, Limassol)

> it provides you with the push to create
> (Ant School, student 5, female, Paphos)

Interpreted by students as a means towards, or the reason for, teachers' improvement through the maximisation of effort, teacher motivation is perceived as constituting an attitude and a process:

> motivation is what the person thinks to be activating him
> (Butterfly School, student 4, male, Limassol)

Like their teachers, students interpreted motivation as commitment (25 students) and enthusiasm (20 students):

> It is commitment to your job.
> (Butterfly School, student 7, female, Limassol)

> It is an enthusiasm that makes you want to be successful in your job
> (Grasshopper School, student 5, male, Paphos)

Figure 5.2 illustrates a model of commitment, and Figure 5.3 exhibits a model of enthusiasm as reported by teachers and students.

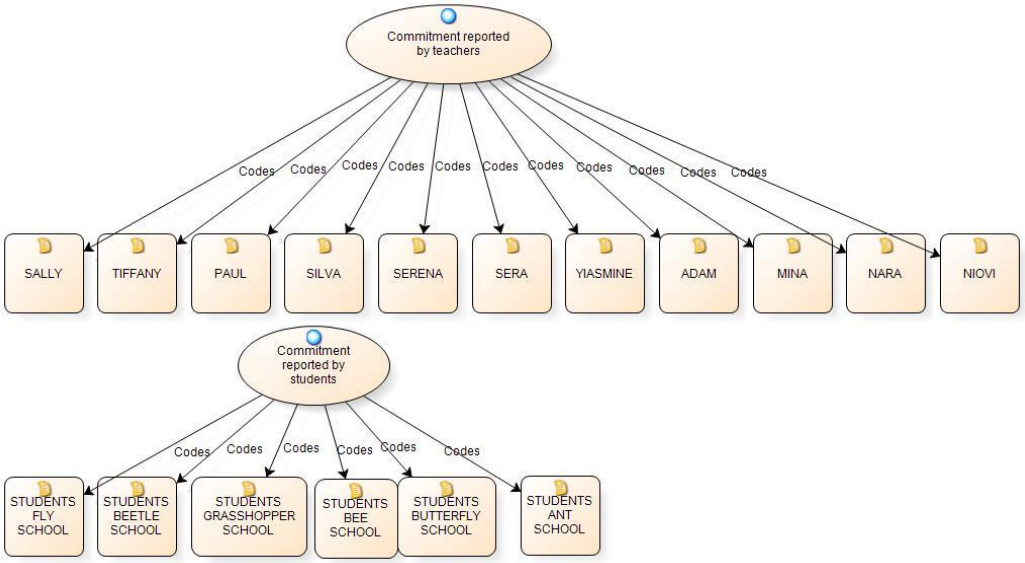

Figure 5.2: A model of commitment as reported by teachers and students.

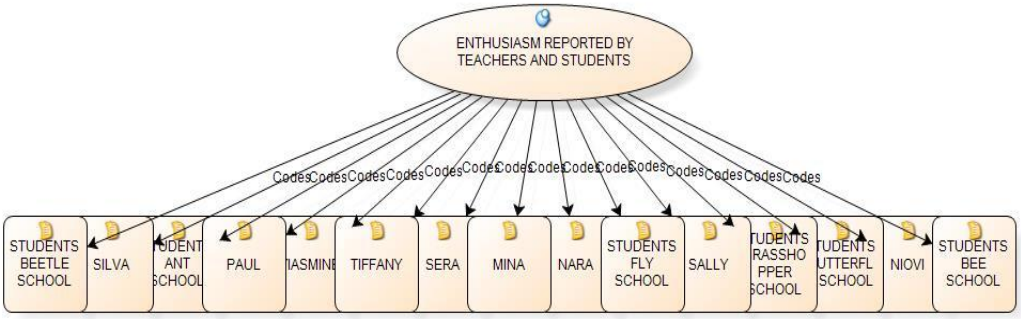

Figure 5.3: A model of enthusiasm as reported by teachers and students.

Motivation towards the achievement of goals

Ten teachers, five headteachers and 27 students interpret motivation as a force, a direction that moves teachers towards the achievement of goals. Goals were perceived as serving as tools that enable teachers to progress and satisfy their need for achievement:

> motivation is the goals that we set ... to conquer in order to move forward.
>
> (Grasshopper School, Sally, Paphos)

> the urge that energises people to want to maximise their efforts in order to achieve a goal
>
> (Beetle School, headteacher 2, Limassol)

> what directs teachers to a goal ... "what" represents the need for achievement that a teacher wants to fulfil by doing something.
>
> (Butterfly School, student 4, male, Limassol)

Several research subjects spoke of the teachers' need to set a series of higher-order goals to be achieved. Goals were perceived as making teachers' lives meaningful:

> the driving force that gives us the energy and the enthusiasm to achieve higher-order goals.
>
> (Butterfly School, headteacher 3, male, Limassol)

> people with no goals lead meaningless lives
>
> (Grasshopper School, student 4, female, Paphos)

> each person has in mind not only one Ithaki but many Ithakes.
>
> (Ant School, Mina, Paphos)

'Ithaki', a Greek poem by Kavafis, is a metaphor for a goal-destination that is being sought by people who are motivated by a desire to learn and grow on their route to the destination. Goals were perceived as serving to keep the force inside teachers moving and prevent it from draining:

> I have motivation to run after a goal.
>
> (Butterfly School, Sera, Limassol)

> Motivation is the moving wheel ... a lever that urges teachers to achieve their goals ... psychological and intrinsic or material and extrinsic.
>
> (Grasshopper School, student 6, male, Paphos)

Intrinsic and extrinsic motivation relates to the type of reward to be gained, whereas the following meta-theme refers to the origin of motivation.

Internal – External motivation

A distinction between internal and external motivation is evident in all datasets. Internal motivation is derived from what is within a teacher (seven teachers, four headteachers, 12 students). It takes the form of love of teaching and is made explicit as a need for achievement:

> born from your love of your job, motivation comes from deep inside you and moves you towards achievement.
>
> (Ant School, Mina, Paphos)

> the roots of motivation should be found in teachers' love of teaching.
>
> (Fly School, headteacher 4, male, Paphos)

> the internal force that urges teachers to maximise their efforts and be high achievers
>
> (Grasshopper School, student 5, male, Paphos)

External motivation was reported by some participants (four teachers, four headteachers, 15 students) as emerging from a factor that is separate from teachers. Such factors relate to the benefits carried over with promotion:

> Some teachers want to be promoted to assistant headteachers due to the pay increase that promotion brings about.
> (Fly School, Silva, Paphos)

> a salary increase, encompassed in promotion, functions as a motive
> (Bee School, headteacher 1, female, Limassol)

> it could be the money that accompanies promotion
> (Ant school, student 5, female, Paphos)

An element of sustainability embodied in internal motivation serves to distinguish it from external motivation:

> if motivation is inside you ... you continuously try.
> (Grasshopper School, Sally, Paphos)

> Even if he loses interest on the way to a goal, the motivation that springs from his inner self keeps him active
> (Butterfly School, student 6, male, Limassol)

> to get a bonus in your job ... is not motivation that would last.
> (Bee School, headteacher 1, female, Limassol)

In relation to the individual teacher, motivation seems to be consensually interpreted among teachers, headteachers, and students as having the capacity to move teachers towards engaging in activity and achieving goals in order to fulfil their needs (e.g. advancement, achievement). The nodes created to answer research question 1 are illustrated in a node summary report in Figure 5.4, and as nodes compared by items' codes in Figure 5.5.

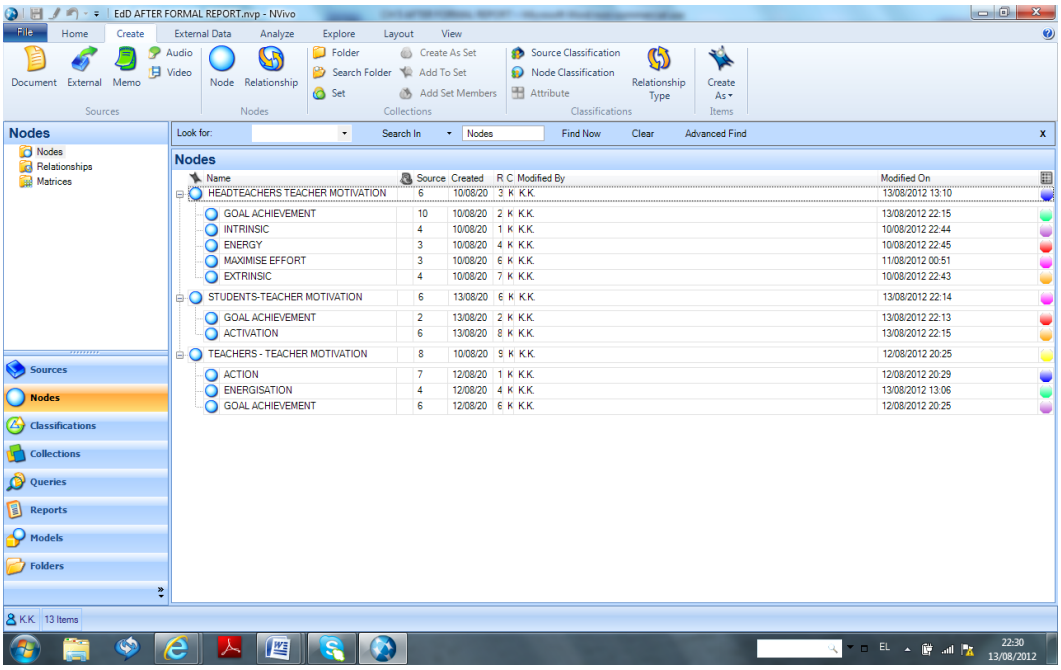

Figure 5.4 Node summary report of research question 1.

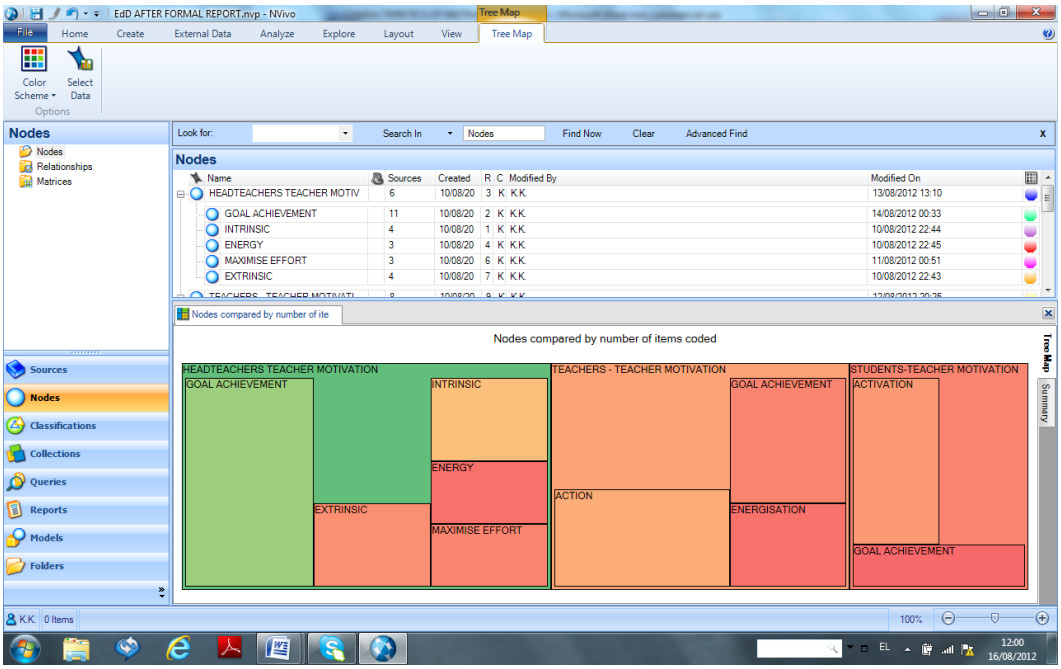

Figure 5.5 Nodes compared by items' codes.

5.3 WHAT ARE THE CHARACTERISTICS THAT MID-CAREER TEACHERS, HEADTEACHERS, AND STUDENTS ASSOCIATE WITH A 'MOTIVATED TEACHER'?

The preceding section's description of teacher motivation provided a contextual background against which the characteristics of a 'motivated teacher' could be presented. The homogeneity of thinking in each participant group serves to uncover that motivated teachers are hardworking. Teachers associated motivated teachers' hard work with lesson preparation, headteachers linked it to non-teaching activities, and students related their teachers' hard work to effective knowledge transfer. A synthesis of comments from all datasets presents motivated teachers as 'extended professionals' (Hoyle, 1975) because they are distinguished from others and they have highly developed communication skills.

What are the characteristics that mid-career teachers associate with a 'motivated teacher'?

All teachers associate a 'motivated teacher' with factors that encompass hard work, such as commitment, enthusiasm, energy, and time invested in the preparation of their lessons:

> They are hardworking and are focused on teaching ... They are highly committed to their job.
>
> (Butterfly School, Yiasmine, Limassol)

In being hardworking, teachers extend the content of a lesson by relating it to real life (e.g. current events). What drives them to do so is their love of teaching and their desire to diversify their methods so as to meet the needs of the 21st century students. For these reasons, they are characterised as 'workaholic' and 'work-maniac' (two teachers):

> they adjust the lesson to the requirements of modern times.
> (Beetle School, Serena, Limassol)

> When a motivated teacher comes across an interesting magazine, he goes through its pages to find something to adjust to his lesson
> (Grasshopper School, Adam, Paphos)

> they want to present things which bypass the conservative; this is also commitment
> (Fly School, Silva, Paphos)

Comments such as these, which effectively indicate the use of student-centred teaching methods, reflect motivated teachers' awareness that students would not tolerate the traditional teaching-learning approaches anymore:

> motivated teachers are not the only source of knowledge in the classroom
> (Butterfly School, Yiasmine, Limassol)

> they are not teacher-centred. Especially in the lyceum, when students are ... often confused with all kinds of book theories, they need to talk
> (Ant School, Paul, Paphos)

Six teachers said that the diversification of methods constitutes hard work, and five teachers mentioned the use of technology as an effective method:

> They try anything new and different in order to attract students to learn.
> (Bee School, Tiffany, Limassol)

> they use technology ... for the benefit of their students.
> (Beetle School, Serena, Limassol)

Hard work for diversified lessons was linked to the teachers' commitment to learning and energy (four teachers):

> A motivated teacher is like a bee. This teacher always takes in and absorbs and learns and his batteries are always full.
> (Grasshopper School, Adam, Paphos)

Though motivation carries positive feelings, it was also related to stress by seven teachers. Teachers' stress was attributed to feelings of anxiety encompassed in their need for the achievement of goals, their deep sense of responsibility, and their commitment to all students, both strong and weak:

> they have stress because they want to attain their expectations and achieve their goals.
> (Grasshopper School, Sally, Paphos)

> they always do the work assigned to them by the school and they are devoted to their responsibilities.
> (Butterfly School, Sera, Limassol)

> we have a team of weak students, and when we manage to save two of them, this is a great job.
> (Ant School, Mina, Paphos)

Having learned that teachers characterise motivated teachers as hardworking, and that this classification is a result of the preparation for their lessons, I now move on to discuss 'hard work' as reported by headteachers.

What are the characteristics that headteachers associate with a 'motivated teacher'?

All six headteachers associate motivated teachers with hard work in terms of energy and extra time invested in nonteaching activities:

> activities take place in the school ... through motivated teachers' hard work
>
> (Butterfly School, headteacher 3, male, Limassol)

Conceived by headteachers as important determinants of the school's image, school activities are highly valued by this group, especially when they are not obligatory. Teachers volunteering for extracurricular activities were associated with three desires: to contribute to school improvement; to improve their self-image; and to provide students with opportunities for valuable experiences:

> they do things not to show off but for school improvement.
>
> (Beetle School, headteacher 2, female, Limassol)

> they are interested in the name they create.
>
> (Grasshopper School, headteacher 6, male, Paphos)

> students are benefiting, they gain experiences
>
> (Butterfly School, headteacher 3, male, Limassol)

On the subject of motivated teachers' hard work during nonteaching activities, the head of Beetle School said:

> The musician worked hard with the children, and ... a philologist did a presentation, but no teacher's name can be seen on the programme. It's children that we promote ... I know who was responsible for the music event and that's it.

The message conveyed through the statement above is that school events are performed to meet students' needs, and that headteachers do recognise the teachers' contribution to successful events.

Disappointment was expressed by all headteachers about the small number of motivated teachers in their schools. Activities take place thanks to motivated teachers' initiatives:

> I have three motivated teachers ... they suggest activities to be done.
> (Butterfly School, headteacher 3, male, Limassol)

> few teachers have ideas and ... try to put them into practice
> (Ant School, headteacher 5, female, Paphos)

Teachers' initiatives in organising an activity serve as a source of inspiration for students. According to headteachers, students see inspiring teachers as leaders, and they regard activities as opportunities to develop their talents. Since talent is not necessarily a trait of gifted students alone, the involvement of mixed-ability students in activities is welcomed by parents:

> they inspire their students... students follow them
> (Ant School, headteacher 5, female, Paphos)

> his ability to engage a lot of students ... Parents complain that a lot of teachers are interested only in good students
> (Grasshopper School, headteacher 6, male, Paphos)

Headteachers relate teachers' hard work to voluntary activity; students also associate motivated teachers with nonteaching activities, but focus on teachers' desire to help the students learn.

What are the characteristics that students associate with a 'motivated teacher'?

Students reported that motivated teachers' hard work was a means that enabled them to impart knowledge to students effectively, and that it also acted as a desire to engage in extracurricular activities.

Students (30 out of 38) associated motivated teachers' hard work with their ability to transfer knowledge to them effectively:

> they are effective in transferring knowledge and delivering the curriculum and students learn from them, they are well-prepared for their lessons
>
> (Grasshopper School, student 2, female, Paphos)

Knowledge seems to be effectively transferred to students when it is derived from various sources of information and is delivered via methods that serve to 'crack' the walls of traditional teaching:

> he does not teach only what is included in the book ... He exceeds limits, he goes beyond restrictions.
>
> (Ant School, student 3, female, Paphos)

> he gives us extra reinforcing material over which he's had a discussion with us
>
> (Bee School, student 6, male, Limassol)

When focusing on the diversification of methods, students spoke of the teachers' ability to link the curriculum to reality and integrate technology in a lesson:

> a motivated teacher would comment on recent events in the news.
>
> (Bee School, student 1, male, Limassol)

> They do an interactive lesson in which students participate a lot more, they make presentations, they use multimedia
>
> (Beetle School, student 6, female, Limassol)

Motivated teachers are committed to all students and invest extra time to meet weak students' learning needs (17 students):

> Seeing that a student is not so good at a lesson ... they spend time with him/her during the breaks to explain some exercises
> (Ant School, student 1, female, Paphos)

> they give weak students more exercises to solve.
> (Bee school, student 1, male, Limassol)

Like headteachers, students linked teachers' hard work to extracurricular activities (20 students), which allow motivated teachers to be seen as role models:

> we gain precious knowledge from activities which focus on poetry or literature
> (Grasshopper School, student 3, male, Paphos)

> as these teachers do activities outside the lesson, we ... learn that we should have many interests in life.
> (Butterfly school, student 2, female, Limassol)

Students also commented on motivated teachers' communication skills, as discussed under the meta-theme of 'extended professionality' after a presentation of comments that indicate that motivated teachers are singled out from others.

Extended professionality

Motivated teachers can be described as 'extended professionals' (Hoyle 1975) as per the comments generated from all three groups of participants, which shows that these teachers are distinct from the crowd. Their distinctiveness is reflected through their predispositions towards creativity, self-efficacy, and intellectual curiosity.

Motivated teachers stand out from the crowd of teachers thanks to their creativity, which allows them to be characterised as 'the nucleus' of the school (one teacher, one headteacher, two students):

> the most productive people in the school.
> (Bee School, headteacher 1, female, Limassol)

> the most creative.
> (Butterfly School, Yiasmine, Limassol)

> They give the most interesting and creative lessons
> (Butterfly School, student 7, female, Limassol)

A high sense of self-efficacy was associated with motivated teachers by 25 out of 56 participants (11 teachers, five headteachers, nine students), and adjectives such as 'multi-sided', 'leading', 'dynamic', and 'pleasant' were linked to their personality. Due to their intellectual curiosity, motivated teachers were characterised by 18 participants (four teachers, three headteachers, 11 students) as having 'anxious minds' and being 'lifelong learners':

> they search for things, attend seminars, lectures
> (Fly School, Silva, Paphos)

> they do a post graduate course
> (Beetle School, headteacher 2, female, Limassol)

> motivated teachers always try to learn and gain new knowledge
> (Butterfly School, student 3, female, Limassol)

Not only did participants indicate that there were very few motivated teachers in each school, e.g. 'they can be counted with the fingers of one hand' (Butterfly School, headteacher 3, male, Limassol), there were also references to an 'extended-restricted' continuum (Hoyle, 1975). Interpreting Hoyle's (1975) 'extended-restricted' continuum, Evans (1998) states that a 'restricted' professional is directed by a classroom-related perspective which is constricted to the daily practicalities of teaching, whereas an 'extended' professional 'values the

theory underpinning pedagogy and generally adopts a more reasoned and analytical approach to the job' (p. 75). Typical of an 'extended-restricted' continuum are the following references:

> they are distinguished from the static teachers
> (Butterfly School, headteacher 3, male, Limassol)

> there are other teachers who are completely demotivated.
> (Beetle School, Serena, Limassol)

> they are not static but they see teaching as a process that continually changes
> (Grasshopper School, student 4, female, Paphos)

Motivated teachers can also be categorised as 'extended professionals' due to their communication skills, which are attributed to their love of students by half of the participants (28 out of 56 = 11 teachers, five headteachers, 12 students). Being enriched with enthusiasm and care, teachers' love of students allows them to develop interpersonal relationships with their students.

> They have enthusiasm ... They have very good relationships with their students.
> (Beetle School, headteacher 2, female, Limassol)

> they play the role of the parents ... of somebody that the student can share a problem with
> (Beetle School, Serena, Limassol)

> They care about their students at a personal level.
> (Fly School, student 3, female, Paphos)

Characteristics applied to communicative teachers by students (26 out of 38) include 'friendly', 'open', 'approachable', 'caring', and 'understanding'. 'They communicate certain messages of life', said student 7 (Butterfly School, female, Limassol)), and 'they are friendly and accept that they are learners too', said student 1 (Grasshopper School, female. Paphos).

In response to research question 2, the characteristics associated with motivated teachers that emerged indicate that these teachers are working hard to meet the learning needs of their students and engaging in activities for school improvement. Their ability to stand out from the crowd of teachers, as well as their communication skills, allow them to be characterised as 'extended professionals' (Hoyle, 1975). Figure 5.6 illustrates the coding similarities in the characteristics of motivated teachers as reported by the teachers, headteachers, and students in a cluster analysis.

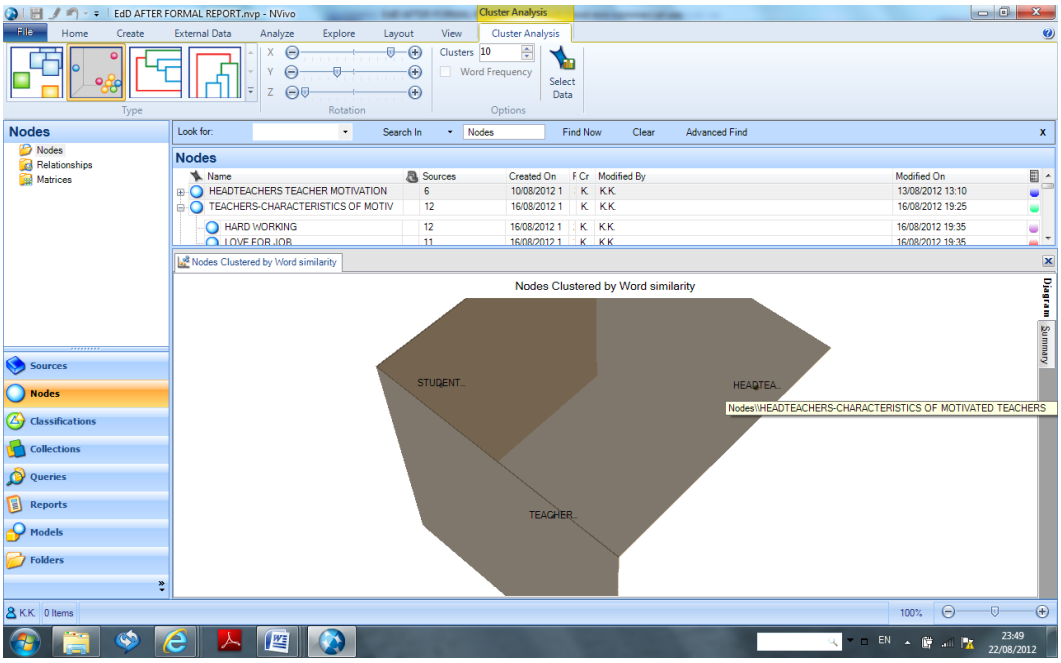

Figure 5.6: The coding similarities in the characteristics of motivated teachers as reported by the teachers, headteachers, and students in a cluster analysis.

5.4 WHAT ARE THE NEEDS IDENTIFIED AS STRONG MOTIVATORS FOR MID-CAREER TEACHERS?

The contextual background of the two preceding sections of the data analysis, against which the definitions of teacher motivation and the characteristics of a motivated teacher were identified, leads to the analysis of the third research question. This section provides a presentation of mid-career teachers' needs, which were identified as being strong motivators by my research subjects. What makes the perspective of this section different from the preceding ones is that the identified needs represent the 'essence' of all participant groups, and the 'essence' of each group serves to structure the analysis of each need. The needs that act as strong motivators for mid-career teachers are: satisfaction, collaboration, fairness, and decision making.

Satisfaction

Satisfaction results from the students' success. It also results from support emerging from an environment that facilitates teaching through the work conditions and the organisation of the school. These issues are presented through the teachers', headteachers', and students' reports on satisfaction.

How do teachers report 'satisfaction'?

All participant teachers reported their need for satisfaction in terms of their need to feel good about themselves. They fulfil this need through students' success on exams and activities, work conditions that provide them with equipment that facilitates effective teaching, and a perceived good school organisation.

Students' good results on exams and activities serve as evidence that teachers contribute to the students' learning, according to ten teachers. Students' achievements confirm that teachers' work in the classroom and their engagement in activities have been worthwhile:

> I feel that I have put in my small stone on their way to success
> (Grasshopper School, Sally, Paphos)

> When you get your results ... send me happy messages to make me feel that I have helped
> (Bee School, Niovi, Limassol)

> I gain intrinsic satisfaction ... when I see my students win and get prizes in competitions.
> (Ant School, Paul, Paphos)

Students' achievements enhance teachers' sense of achievement because teachers then develop a sense of ownership with their students' results:

> teachers see themselves in their students' results.
> (Beetle School, Serena, Limassol)

Concerning work conditions, nine teachers spoke of technologically-equipped classrooms that facilitate a diversification of methods, and of technologically-equipped spaces that attract students to an activity or an event:

> I can't ask my students to work on the computer and to hear them laugh because the computer seems to them old-fashioned.
> (Beetle School, Amelia, Limassol)

> We need places with a good sound system, and with good and modern technology for school events.
> (Butterfly School, Yiasmine, Limassol)

School organisation was discussed by seven teachers in relation to the headteacher's responsibility for the application of practices that maintain student discipline and keep teachers informed about all that happens in the school:

> When I say discipline, I mean that students have to go into their classrooms in time, noise ... must be prevented.
> (Beetle School, Amelia, Limassol)

> there is an event in the school but you do not know when it is to take place.
> (Grasshopper School, Adam, Paphos)

Lack of student discipline during activities was attributed by nine teachers to a lack of appropriate space for and disorganisation of activities. School trips were described by a few teachers as being disorganised:

> In school activities, there are practical problems that need to be solved, e.g. where the students will sit, who will be with them
> (Bee School, Niovi, Limassol)

> to have good organisation concerning school trips so that buses come early and are indeed good buses ... There were cases when very old buses came and we refused to use them. It was something that the headteacher had to deal with.
> (Beetle School, Amelia, Limassol)

How do headteachers report 'satisfaction'?

All headteachers relate teachers' need for satisfaction to teachers' need for achievement, which can be fulfilled through teachers' success in activities and students' success on exams. Since success in activities brings about satisfaction to teachers, their need to engage in extracurricular activities is justifiable:

> they run after these activities because they find satisfaction in doing them.
> (Grasshopper School, headteacher 6, male, Paphos)

> They argue about who is to be engaged in a programme
> (Beetle School, headteacher 2, female, Limassol)

When engaged in activities, teachers have the opportunity to be creative on the basis of their abilities and talents:

> Teachers have the need to feel that they have created something.
> (Ant School, headteacher 5, female, Paphos)

Teachers' need for achievement might be promoted or restricted by the school itself. There are schools that have a history of successful activities, and their headteachers seek to continue this reputation:

> we are an old school with a tradition which relies on a history of great achievements ... We try to confirm the tradition and keep up with the heights that the school had attained in the past.
> (Bee School, headteacher 1, female, Limassol)

The implication of the above statement is that the schools that do not have a history of achievements might be inactive. Schools' inactivity was attributed to 'their geographical position or ... the teaching staff's way of thinking or ... the culture of the school' (Butterfly School, headteacher 3, male, Limassol). In this respect, suburban and rural schools might not organise as many activities as urban schools do, and activities are only successful when open-minded people are involved in them. Examples of activities mentioned are conferences, music events, competitions, and European programmes, which sometimes motivate teachers to participate for extrinsic rewards:

> if they do a good job, they ... may gain an award and go on a trip to Europe.
> (Butterfly School, headteacher 3, male, Limassol)

Students' success in exams serves as a source of satisfaction for teachers because it acts as confirmation of their perceived efficacy, and as an indicator of their effectiveness:

> My students' successes ... confirmed that I did my job well because 60% of my students had passed the Pancyprian exams.
> (Ant School, headteacher 5, female, Paphos)

How do students report 'satisfaction'?

Teachers' satisfaction was reported by 27 out of 38 students as being due to students' success in exams, which serves as evidence that they have learned and progressed. Some students spoke of teachers' satisfaction emanating from teaching which is facilitated by appropriate work conditions.

Based on students' success in exams, teachers' satisfaction could be attributed to the fact that exam results are quantifiable. A comparison of students' marks at a national or local level may well indicate which teacher achieved the student best results in a school. Teachers' satisfaction levels are attributed by 19 students to the teachers' need to feel that they have done a good job:

> when the marks are high, teachers are satisfied
> (Bee School, student 2, female, Limassol)

> teachers can see their results in the Pancyprian exams
> (Fly School, student 4, female, Paphos)

> they see that their attempt to teach has borne fruit
> (Bee School, student 2, female, Limassol)

> They need to feel that they do not just get into a classroom, give a lesson and then get out without caring at all about students' learning
> (Beetle School, student 7, female, Limassol)

Students in all focus groups emphasised the satisfaction that teachers get from the weak students' progress:

> Feeling that he had helped a weak student ... brings forth a strong sense of satisfaction
> (Beetle School, student 6, female, Limassol)

Concerning work conditions, like their teachers, some students referred to technologically-equipped classrooms that support teaching. Examples of equipment that improves teacher satisfaction include ‘interactive boards’, ‘computers’, and ‘videoconferencing’ (13 students). Nine students referred to the satisfaction that comes from working in pleasant school buildings:

> The building needs to be beautiful, with trees and flowers
> (Butterfly School, student 7, female, Limassol)

> Teachers want to work in schools with a lot of green ... schools with central heating and well-painted classrooms.
> (Bee School, student 1, male, Limassol)

Teachers’ need for satisfaction is derived from their need for affirmation that they have done a good job. What enables that need to be fulfilled is students’ success in exams and activities, teachers’ success in activities, the work conditions that support teachers’ work, and the school organisation that maintains students’ discipline and meets teachers’ need to be informed. Figure 5.7 presents a word tree for satisfaction, created on the basis of my participants’ references on satisfaction through the NVivo data analysis.

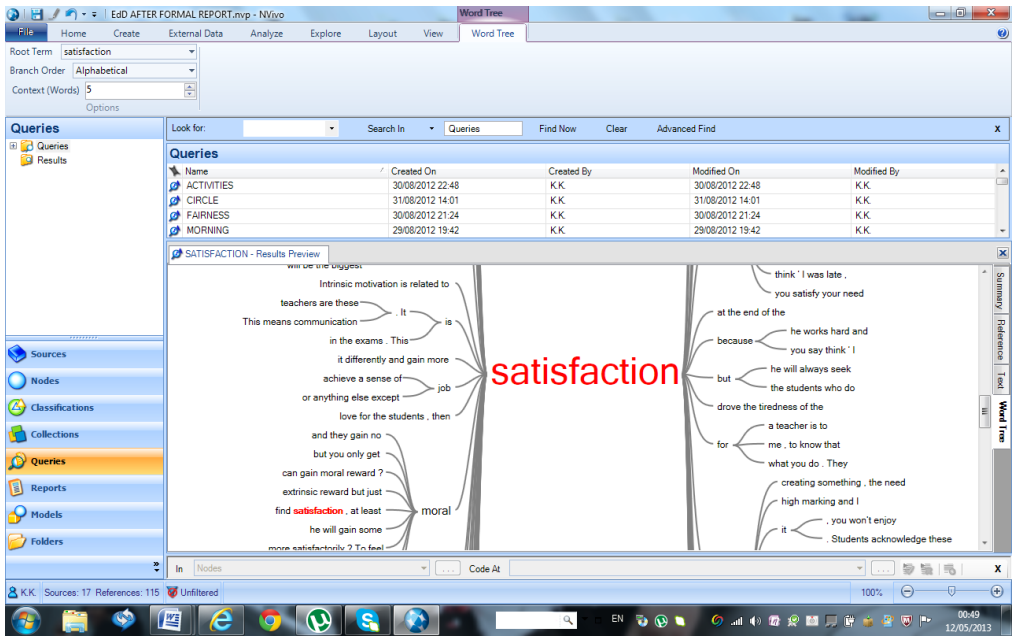

Figure 5.7: A word tree for satisfaction.

Collaboration

Collaboration essentially relates to a sense of collectivity and is typically considered to be a group phenomenon. Conceived by my research subjects as basically relying on interpersonal relationships, professional development, and communication, collaboration acquires an affective character that is displayed in the analysis to follow.

How do teachers report 'collaboration'?

All teachers seek collaboration with colleagues as a means towards developing interpersonal relationships that affect them psychologically in a positive way. Interpersonal relationships determine the degree to which teachers desire to go to school every day and it helps assess their inclination towards engagement in activities. Influenced by relationships with colleagues, teachers' psychological well-being, as commented by eight teachers, might be positive or negative. Good relationships motivate teachers, whereas negative relationships isolate them:

> if you enter the staffroom in the morning and the staff makes you feel relaxed ... you sit there and have some coffee with your colleagues and talk. If you do not like it, you go away.
> (Grasshopper School, Adam, Paphos)

> When the staff is friendly ... isn't this a motive to get up in the morning, and because of these people wouldn't you want to go to your work with enthusiasm?
> (Ant School, Mina, Paphos)

> smiling people who say good morning to you when you walk next to them ... help a teacher to work with more enthusiasm.
> (Butterfly School, Yiasmine, Limassol)

Good relationships with colleagues cultivate trust, which might lead to finding solutions to classroom problems. Niovi (Bee School, Limassol) said that 'you get into a class which is difficult ... when you get out, you discuss it with your

colleague'. Negative relationships affect a teacher's classroom-related behaviour. Silva (Fly School, Paphos) does not think that 'a teacher, who had a quarrel in his/her workplace, will go to the classroom and give a good lesson'. Good relationships with colleagues may determine teachers' level of enthusiasm when engaging in activities because they are indicative of mutual support:

> it is enthusiasm that develops in the team. One with another ….
> This buzzing trouble that occurs enthuses us
> (Bee School, Niovi, Limassol)

The teachers' need for collaboration may be difficult to fulfil since, according to six teachers, it is threatened by the Cypriot culture, cliques, antagonism, and jealousy:

> teamwork is a field that we – Cypriots – have difficulty implementing.
> (Ant School, Mina, Paphos)

> when there are the so-called cliques, you come to school and before you even enter the workplace, you feel nervous ... and this definitely affects your own work and the work of the other colleagues
> (Beetle School, Amelia, Limassol)

> the motivated teacher encounters jealousy.
> (Grasshopper School, Adam, Paphos)

Teachers' relationships with students were reported by nine teachers as promoting collaboration between them within a framework that was characterised by exhibiting talents and satisfying teachers' need for creativity. The headteachers of the six schools showed me some of the work done by students and teachers, such as wall paintings, cement constructions, mosaic constructions, and school magazines.

How do headteachers report 'collaboration'?

All six headteachers agree that collaboration is necessary for professional development within the school community, and all of them consider it to be a strong motivator and key constituent of a positive school climate. When discussed in terms of the need to exchange ideas about practices and to share knowledge, collaboration reflects the teachers' need to work in professional learning communities:

> shared knowledge indicates collective intelligence
> (Beetle School, headteacher 2, female, Limassol)

> professional development enables teachers to feel as partners, collaborators and to share responsibility
> (Bee School, headteacher 1, female, Limassol)

Like teachers, headteachers believe that collaboration is undermined by antagonism and jealousy, which are sometimes prevalent among teachers due to personal ambitions.

> personal ambitions ... might create a lack of respect and the tendency to look down on some teachers.
> (Bee School, headteacher 1, female, Limassol)

Headteachers seem to be aware of their responsibility to resolve conflicts among teachers:

> the headteacher has to maintain a balance ... to be some kind of an acrobat.
> (Butterfly School, headteacher 3, Limassol)

Four headteachers believe that teachers' antagonism can be resolved through the cultivation of interpersonal relationships, which can then extend outside the school walls. Headteacher 5 (Ant School, female, Paphos) suggested going out together given that 'in a place of entertainment ... roles become demythisised'. The importance of teacher collaboration is summarised by headteacher 6 (Grasshopper School, male, Paphos):

> when teacher relationships are harmonious, there are also harmonious solutions to problems. If such relationships do not exist, the school workplace is not a happy place for teachers to work in.

How do students report 'collaboration'?

Students (21 out of 38) consider collaboration to be a strong contributor to the development of communication between teachers. Teachers' communication affects teachers' desire to teach, and determines the level of uniformity in what and how students are taught. When discussing uniformity in teaching, 14 students reported teacher collaboration as a factor that can bring equability to the delivery of the curriculum and to the periods of teaching:

> teachers' collaboration breeds teachers' enthusiasm to teach
> (Ant School, student 3, female, Paphos)

> teachers have to collaborate so that there is cohesion in the way they teach the lessons.
> (Ant School, student 3, female, Paphos)

> a teacher needs some periods to give some lessons ... The other teacher is willing to offer such periods
> (Ant School, student 4, male, Paphos)

> They can help each other ... when one is absent, another teacher replaces him.
> (Bee School, student 7, female, Limassol)

Teachers' antagonism was echoed by seven students, and teachers' conflicts were reported by five students as threats to collaboration:

> we have teachers who speak badly about another teacher to the students, thereby doing some kind of brainwashing to the students
> (Butterfly School, student 2, female, Limassol)

> I found myself between teachers who fought with words ... it is sad that there are people who show such jealousy in this way
> (Butterfly School, student 3, female, Limassol)

Collaboration is a strong motivator associated with three characteristics: 1) interpersonal relationships among teachers, and between teachers and students; 2) informal teacher professional development; and 3) teachers' communication. Affective collaboration is threatened by antagonism, which at times seems to be in abundance among teachers.

Fairness

Reported to be the headteacher's own responsibility, fairness is a motivator that determines the extent to which teachers are engaged in school activities and are treated with impartiality.

How do teachers report 'fairness'?

Teachers considered headteachers to be fair if the headteachers provided all the teachers with opportunities to engage in activities, and treated them in ways that are free from favouritism.

> Headteachers have to treat us equally and give us the opportunities to participate in activities ... to satisfy our need to create
> (Butterfly School, Sera, Limassol)

All 12 teachers sought opportunities for engagement in activities for two reasons: to satisfy their need for creativity, and to contribute to school improvement. Some teachers said that teachers' and students' talents mingle in those activities, and creativity can thus reach a peak:

> teachers encourage their students ... to work together ... to work with each student's special skills ... in various activities.
> (Butterfly School, Yiasmine, Limassol)

Eight teachers related engagement in activities to school improvement. Some teachers attributed their non-participation in activities to the assistant headteachers' indifference. Those assistant headteachers act as coordinators of the school committees:

> activities lead to school improvement because they promote collaboration between schools, teachers and students
> (Butterfly School, Sera, Limassol)

> If an assistant headteacher is indifferent ... and does not want to promote meetings with teachers to decide what activities to do, the teacher is demotivated. The committees malfunction.
> (Grasshopper School, Adam, Paphos)

Adam attributed assistant headteachers' indifference to a lack of control by the headteacher, and suggested that the headteacher should check that all committees function properly. Such situations serve to justify why only motivated teachers seem to be engaged in activities, as reported by eight teachers:

> To decide to be an active participant in the school workplace depends on the teacher and how much the teacher wants to do
> (Fly School, Nara, Paphos)

Fair treatment was also reported by teachers since they need to have a headteacher who treats them all with support and understanding, and this individual should not lavish favouritism on some teachers. Six teachers consider it

'fair' to be supported by the headteachers when it comes to parents who are often too demanding about the marks that their children get on tests:

> parents come and protest that the test was difficult and that nobody did well in the test ... If you have the support of the headteacher ... you bring the marks of the whole class and show them to the parents
>
> (Beetle School, Amelia, Limassol)

> parents try to find mistakes and pass ... messages that the test was difficult and that nobody did well in the test.
>
> (Butterfly School, Yiasmine, Limassol)

Several teachers said they want headteachers who show a level of understanding towards their personal problems. Other teachers expressed bitterness about headteachers who lavish favour on those they (headteachers) perceive to be capable of achieving success, while at the same time excluding others who might be just as capable:

> If some teachers are treated well by the headteacher and others not, this ... creates a negative climate
>
> (Beetle School, Amelia, Limassol)

> there are specific activities which belong to specific people
>
> (Butterfly School, Sera, Limassol)

Favouritism is rooted in the 'cliques' that some headteachers create, according to five teachers. A 'clique' is defined by three teachers as 'a circle of teachers around the headteacher'. They are usually assistant headteachers who act as the head's advisors, but these individuals can create problems and misunderstandings between the head and the teachers:

> people who transfer messages ... stories, and in this way they create a cold school climate
>
> (Beetle School, Serena, Limassol)

> people who like to flatter the headteacher ... and spread rumours
>
> (Butterfly School, Sera, Limassol)

Sera recalled a time when she was deeply dissatisfied because she became a 'victim' of the head's clique. She suggested that the head should try to understand the unfairness underpinning such behaviour and ignore comments against some teachers:

> I was called into the head's office and was accused of things that did not represent me.
>
> If headteachers understand that what they do is not right or that it goes against the other colleagues' rights, then this situation could change.

How do headteachers report 'fairness'?

Like teachers, headteachers reported fairness as the teachers' need to be provided with opportunities to engage in school activities and to be treated fairly. Headteachers showed an awareness of their responsibility to assign tasks and treat teachers fairly, for unless they do, teachers may fall into apathy:

> We have to give the motivated teachers wings to fly and not cut their wings down.
>
> (Fly School, headteacher 4, male, Paphos)

The six headteachers believe that they are fair to all of their teachers because they provide them with opportunities to engage in activities that develop their talents and increase the prestige of the school:

> When an activity is planned, we spot the field in which some teachers could do more so they could be "harnessed" according to the needs that characterise the activity.
>
> (Bee School, headteacher 1, female, Limassol)
>
> we promote activities to increase the prestige of our school.
>
> (Fly School, headteacher 4, male, Paphos)

Headteachers also judge themselves as being impartial to all teachers due to certain behavioural practices that they follow:

> No unfair treatment, no ironies, no bad wording.
> (Fly School, headteacher 4, male, Paphos)

> there must be fair and equal treatment of all teachers by the head.
> (Butterfly School, headteacher 3, male, Limassol)

Two examples that surround the concept of equality in a headteacher's behaviour show protection and criticism:

> if a parent annoys them they should send him/her to me.
>
> The teacher will suffer if parents come and they are right.
> (Beetle School, headteacher 2, female, Limassol)

According to headteacher 4 (Fly School, male, Paphos), what determines a headteacher's fair treatment towards teachers is the degree to which teachers engage in activities. He calls this kind of treatment 'value-based judgment':

> a successful headteacher says: you are going there, thanks to your work and activity.
> (Fly School, headteacher 4, male, Paphos)

Three headteachers revealed that motivated teachers do not want them to treat demotivated and inactive teachers as their equals, and three headteachers wished that motivated teachers would be rewarded with 'credit points', 'bonuses', or 'extra money' to speed their advancement:

> Motivated teachers do not want their inactive colleagues to be treated well.
> (Butterfly School, headteacher 3, male, Limassol)

> teachers who work hard ... should be credited with some points which they would be able to use for their professional advancement.
> (Grasshopper School, headteacher 6, Paphos)

Such comments essentially indicate that motivated and active teachers are not distinguished from the crowd (of teachers) by the evaluation system.

How do students report 'fairness'?

Teachers' need for fairness was discussed by only one focus group and it was related to extrinsic rewards and advancement. Four students in that group suggested that material rewards would serve as satisfiers for motivated teachers and as motivators for demotivated teachers:

> more money, advancement ... the system should change so that teachers who are worthy of being in schools progress and advance. If these teachers are given the appropriate reward, then all teachers might try to be ... better at their job
>
> (Butterfly School, student 3, female, Limassol)

Teachers consider fair headteachers as those who provide all teachers with opportunities to engage in activities. Being fair also means that headteachers ought to support teachers when facing challenging parents, and that favouritism should not be involved. Headteachers and students both indicate a level of awareness of teachers' need for fairness, which they sometimes relate to advancement and extrinsic rewards.

Decision making

My research subjects' data indicate that teachers are concerned about being able to have a say when it comes to school improvement. Participation in the decision-making process was rated as a strong motivator for teachers.

How do teachers report 'decision making'?

Teachers voiced their need to make collective decisions, to contribute to school improvement via their explicit views, and to make suggestions about problem solving; in other words, teachers advocate moving from a centralised to a more decentralised decision-making process. If those needs are satisfied, teachers

would be motivated to put decisions into practice. Currently, teachers feel as if they are merely tools being used to carry out imposed decisions and thus refuse to conform to such a situation:

> we are chess pieces in a game that has to be played
> (Beetle School, Serena, Limassol)

> we remain as teacher-bureaucrats who only take down the students' absences and when there is a serious problem to be solved, we are kept at the margin.
> (Grasshopper School, Sally, Paphos)

According to seven teachers, decisions are imposed by the dynamism of a hierarchical process designed by the Ministry or the school's leadership:

> teachers are somehow programmed to follow the decisions made by the Ministry
> (Beetle School, Serena, Limassol)

> In terms of school improvement and organisation, the leadership team makes the decisions
> (Butterfly School, Yiasmine, Limassol)

Lack of teachers' involvement in decision making leads to their indifference and contributes to the phenomenon of teacher apathy:

> The teacher is restricted within the boundaries solely of teaching, so ... he does not care.
> (Grasshopper School, Adam, Paphos)

When asked about opportunities regarding decision making for school improvement, six out of 12 teachers said that they have not been provided with any opportunities for collective decision making, while three teachers said that they have few opportunities for shared decision making. These three teachers explained that these opportunities meant that teachers were called upon to decide if students who have had many absences should pass the class or not. The other three teachers claimed that they have a lot of opportunities in staff meetings

where they can make suggestions, vote, and where the decision of the majority is passed and adopted.

Five teachers out of 12 spoke of teachers feeling free to knock on the headteacher's door to make suggestions about decisions to be made; they characterised that practice as decision making that was happening at a 'personal', 'individual', or 'informal' level:

> I go to the headteacher myself, I tell him what I would like to do ... and it is done if it does not clash with something else
>
> (Fly School, Silva, Paphos)

Several teachers claimed that decision making units in their schools do not operate properly. For example, the pastoral teacher, who is responsible for one class and who advises students about their school attendance and behaviour, is restricted in terms of decision making:

> students go to the head. The head takes it personally and tries to solve their problems by himself ... the head should provide the pastoral teacher with the opportunity to solve the problem
>
> (Grasshopper School, Sally, Paphos)

Similarly, committees and staff meetings are reported as not being run properly. Nara (Fly School, Paphos) reported a dissatisfying experience that she had in the committee of school trips. The committee was apparently called upon to decide on the destination for a school trip, but the decision had been taken beforehand. For this reason, Nara did not participate in that committee again. Imposed decisions contribute to teachers' dissatisfaction and apathy: 'such things make us tired, they disappoint us' said Nara. Five teachers attributed what they identified as the 'malfunction' of committees to a lack of checking and control by the head,

and the ‘malfunction’ of staff meetings to the fact that they are being held immediately after school hours, when teachers are most tired:

> it is the time for teachers to leave school and go home, and they want to finish it as soon as possible
>
> (Grasshopper School, Adam, Paphos)

Some teachers said that even though they can express their views in staff meetings and vote, their views are not often translated into decisions.

How do headteachers report ‘decision making’?

All participant headteachers believe that the headteacher has to make decisions in conjunction with all staff members, and claimed that there is democracy with respect to decision making in their schools:

> If teachers are just viewers of a decision made by the top ... they will not have that warmth and the interest to make the decision a reality.
>
> (Bee School, headteacher 1, Limassol)

According to headteachers, teachers are provided with four formal opportunities to become involved in decision making. First, teachers of the same subject area have meetings with an assistant headteacher-coordinator, where they can suggest activities to be completed, so as to promote the goals prescribed by the Ministry:

> the head gives assistant headteachers the topics to be discussed beforehand so that teachers will be able to make suggestions ... the assistant headteachers come to me and tell me teachers’ suggestions.
>
> (Beetle School, headteacher 2, female, Limassol)

Suggestions on prescribed topics about prescribed goals usually go to the head for approval, which suggests that the process is highly controlled and that it is universal practice for headteachers to approve decisions before they are put into practice. A similar process is followed in the committees of the school, which is the second opportunity that teachers have for participating in decision making. In

the committees, suggestions are made by teachers about the school activities to be conducted, and the assistant headteacher-coordinator of the committee brings teachers' suggestions to the attention of the headteacher. Third, in the staff meetings, the head outlines a problem and the teachers make suggestions; the teachers then vote and are required to adopt the suggestion if the majority of the teachers had voted for it, according to five headteachers:

> in the staff meetings ... we give the opportunity to teachers to make suggestions ... the most correct and right suggestion is passed.
> (Ant School, headteacher 5, female, Paphos)

Finally, there is the headship council in which three teachers, elected by the staff, bring forth the problems of the staff.

Three headteachers said that they promote an 'open door' policy, described by teachers as 'informal' decision making. All headteachers agree that they do encourage motivated teachers to knock at their door should they wish to make any suggestions:

> Teachers feel comfortable to come to my office and express their views
> (Bee School, headteacher 1, female, Limassol)

How do students report 'decision making'?

Individual students in all focus groups stated their belief that teachers are denied the opportunities to be involved in the decision-making process for school improvement for hierarchical reasons. Students are aware of teachers' need to have their views taken into consideration:

> The person who moves the thread is the headteacher who usually trusts the assistant headteachers' views. The ordinary teachers' views are not usually heard.
> (Butterfly School, student 3, female, Limassol)

Several students believe that teachers could contribute to problem solving and to the implementation of changes for school improvement, but that even if they are allowed to make suggestions in staff meetings, their suggestions are not taken seriously. Twelve students said that only the motivated teachers' opinions are heeded, and three students attributed the headteacher's tendency to ignore teachers' suggestions to the fear of implementing changes:

> The teacher might have ideas and suggestions but the headteacher may not see any reasons to pass them.
> (Bee School, student 1, male, Limassol)

> They do not like changes ... they prefer the more traditional ways of running schools.
> (Beetle School, student 2, female, Limassol)

Twelve students from all of the focus groups believe that teachers avoid expressing their personal views in staff meetings because they are afraid of being criticised. Four of those students suggested that teachers should be provided with opportunities to express themselves anonymously:

> they are afraid that they will be judged negatively
> (Ant School, student 4, male, Paphos)

> It would be better if the headteacher gives a questionnaire to teachers and asks them to complete it anonymously
> (Bee School, student 7, female, Limassol)

Interestingly, students in the discussions held in all schools would like their teachers to make decisions about activities, trips, and equipment:

> Our music teacher had decided that the microphone system of the school was not good. She talked about it to the headteacher and the headteacher agreed that we had to buy another system
> (Butterfly School, student 1, male, Limassol)

Students deduce that suggestions are usually met with resistance by the headteacher, but they state that when teachers insist on doing something, they normally achieve it:

> we won a trip ... the headteacher did not want all ten of us to go on the trip ... after some pressure that was put on her by some teachers ... we all went to the European Parliament.
>
> (Bee School, student 7, female, Limassol)

Although headteachers believe that decision making in their schools is democratic, teachers and students hold a prevailing view that opportunities for staff participation in decision making are stifled by the headteacher because decisions are still being imposed, decision-making units do not operate properly, and teachers fear criticism.

5.5 HOW, IF AT ALL, ARE THE NEEDS OF MID-CAREER TEACHERS MET WITHIN THEIR PROFESSIONAL CONTEXT?

As were identified in the preceding section as being strong motivators, the needs of mid-career teachers set the scene for the analysis of the fourth research question, which seeks to find out how, if at all, mid-career teachers meet their needs in their professional context. This section sheds light on how those needs are met, what might prevent them from being met, and how they can be met more satisfactorily. These themes are presented through teachers', headteachers', and students' perspectives under the needs motivators: satisfaction, collaboration, fairness, and decision making.

Satisfaction

Seven teachers reported the high extent to which teachers' needs are met within their professional context, and five teachers reported it as being dependent on teachers' intrinsic motivation. The former group of teachers attribute the fulfilment of their needs to the level of satisfaction emerging from their perceived need to impart knowledge to students. The latter group consider intrinsic motivation (e.g. students' success) as a determinant of the fulfilment of their needs:

> I feel the need to go into the classroom and teach.
> (Bee School, Niovi, Limassol)

> students' success enables me to gain self-satisfaction.
> (Fly School, Nara, Paphos)

The teachers who gain satisfaction from imparting knowledge to students spoke of their commitment to the job and of their deliberate career choice. Those who perceive satisfaction as being dependent on intrinsic motivation spoke of goals and expectations as regulators of the fulfilment of their needs:

> Since they are so committed to their job ... they meet their intrinsic needs.
>
> (Ant School, Mina, Paphos)

> I have never thought that I made a mistake ... when I chose to become a teacher.
>
> (Bee School, Niovi, Limassol)

> the fulfilment of needs also depends on the goals that each teacher sets
>
> (Beetle School, Serena, Limassol)

Satisfaction might be restricted by the teachers' stress, which was associated with two characteristics: a tendency to perceive satisfaction as an unattainable goal, and a tendency to see failure as a stable factor:

> I don't think there is anyone who's able to satisfy these needs 100%.
>
> (Fly School, Nara, Paphos)

> Failure might occur because of technology and disappoint us.
>
> (Beetle School, Serena, Limassol)

Corroborating the views of seven teachers whose needs are met in their professional context, three headteachers said that motivated teachers gain satisfaction when they perceive themselves as being capable of imparting knowledge to students, especially weak students:

> satisfaction results from helping students to learn and be successful on exams
>
> (Bee School, headteacher 1, female, Limassol)

> to achieve results and be successful with a class of weak students.
>
> (Beetle School, headteacher 2, female, Limassol)

Two headteachers suggested that teachers should try to understand each student's leaning needs if they are to gain satisfaction from imparting knowledge to them. Heavy workload, including the curriculum, which has to be covered quite early if students are to be successful in exams, restricts teachers from getting to know the individual students' needs, and this also prevents them from engaging in activities. Such a restriction is derived from the educational system, which ought to allow teachers more freedom with the curriculum and fewer working hours:

> there must be some freedom ... If the curriculum is reduced, the teacher will have the time to get to know students and do extracurricular activities.
>
> (Ant School, headteacher 5, female, Paphos)

> I have a teacher who is highly motivated but he works 22 hours a week ... he does not have the time to do things.
>
> (Butterfly School, headteacher 3, male, Limassol)

Moving on to the students' discussions, there was disagreement about how teachers satisfy their needs in their working environment in all focus groups. Students (12 out of 38) contend that motivated teachers satisfy their needs because they are effective teachers with students who achieve high marks on exams:

> when students' marks are high, he is satisfied
>
> (Bee School, student 2, female, Limassol)

Half of the students believe that teachers clearly do not gain satisfaction from their job because of disruptive students, lack of equipment, lack of freedom with the curriculum, and reluctance for diversification of teaching methods:

> you have 1-2 disruptive students in the class who ruin the lesson
> (Butterfly School, student 1, male, Paphos)

> Teachers should add things they like to the curriculum ... they should have technological equipment
> (Beetle School, student 1, female, Limassol)

> They should try new methods of teaching.
> (Bee School, student 7, female, Limassol)

Students suggested that teachers can gain satisfaction if they involve students more in the teaching-learning process:

> The teacher should not plan for himself to be doing the talking and the students to merely participate and then everything is perfectly under control.
> (Beetle School, student 2, female, Limassol)

The participant teachers, headteachers, and students all indicate that teachers gain satisfaction when they perceive themselves as being able to impart knowledge to students successfully. Restrictions to satisfaction seem to be derived from the system that includes a heavy workload, disruptive students, a lack of equipment, and the use of traditional teaching methods.

Collaboration

Collaboration, whose affective character makes it indispensable in a working environment, appears as an unfulfilled need in all participant groups' explicit perspectives. Being sought for the development of interpersonal relationships, cooperation in activities, professional development, and communication that facilitates teaching and learning, collaboration is currently a source of disappointment for teachers:

> When you do not have good relationships with the headship and with your colleagues ... you are disappointed
>
> (Fly School, Silva, Paphos)

Only four out of 12 teachers said that there is collaboration between small groups of teachers in their schools. Collaboration serves as a means through which to meet challenges and to develop friendships:

> we are now organising a European conference ... It is a challenge to organise it.
>
> (Bee School, Niovi, Limassol)

> I have colleagues with whom I have developed relationships and family bonds.
>
> (Fly School, Nara, Paphos)

The other eight teachers wished they could collaborate with their colleagues. The importance of collaboration among teachers and between teachers and students is obvious from the following examples:

> It is the need to learn to coexist
>
> (Grasshopper School, Adam, Paphos)

> teacher collaboration is a must in the school workplace ... collaboration between teachers, professional development ... communication between teachers and students
>
> (Ant School, Mina, Paphos)

Participants in all sample groups reported antagonism, conflicts, and jealousy – all of which are part of the Cypriot culture – as restrictions to collaboration:

> if only jealousy did not exist
> (Beetle School, Mina, Paphos)

> there are conflicts of jealousy among colleagues
> (Fly School, headteacher 4, male, Paphos)

> We have not learned to work in teams and to collaborate.
> (Butterfly School, headteacher 3, male, Limassol)

> personal conflicts ... demotivate the teacher.
> (Butterfly School, student 4, male, Limassol)

> there is antagonism among teachers.
> (Fly School, student 6, female, Paphos)

Some students and teachers suggested that teachers cannot collaborate unless they build closer relationships with each other:

> We need to learn to interact with our colleagues and our students.
> (Fly School, Silva, Paphos)

> teachers should create bonds between them
> (Beetle School, student 2, female, Limassol)

Although collaboration is considered an unfulfilled need, it is likely to develop among secondary school teachers if situations that involve negativism (e.g. antagonisms, conflicts) are tackled.

Fairness

Fairness, discussed in the preceding section as the teachers' need for a headteacher who would provide all teachers with opportunities to engage in activities and treat them with support and understanding without dispositions of favouritism, is perceived as an unfulfilled need by most of my research subjects.

Two teachers said that they had a headteacher who supports them with personal problems. Paul (Ant School, Paphos) said that he had his headteacher's support and understanding when he lost a member of his family. Two teachers expressed their appreciation for their headteachers who made them feel safe because they protected them from parents who came to school as 'invaders', seeking high marks for their children or complaining about the tests.

> We - teachers - have to put up with war and doubts from parents ... when you have your headteacher ... supporting you ... you are definitely helped to acquire self-confidence.
>
> (Bee School, Niovi, Limassol)

Eight teachers admitted that they experienced unfairness in their school contexts. Their perceived unfairness was related to teachers' exclusion from activities and favouritism. Attributed as being influenced by politics, exclusion from activities and favouritism were related to the Cypriot society, which allows prejudice to flourish and headteachers' cliques to curry favour:

> when society is small, there is unfair treatment
>
> (Grasshopper School, Adam, Paphos)

Two headteachers said that headteachers in general have cliques. Four headteachers denied having cliques themselves:

> Each head has four to five teachers who do his job while leaving all the other teachers behind.
> (Butterfly School, headteacher 3, male, Limassol)

> I do not have cliques. I do not promote anyone more than others.
> (Beetle School, headteacher 2, female, Limassol)

Two headteachers see themselves as being fair to all teachers, but they relate the equality they promote to criticism applied to any teacher who does something wrong. They explained that any teacher who does something wrong is called into their office to explain their actions. The negative aspect assigned to their sense of equality sounds ironic:

> I treat them all equally. Even if you are God, you will come here and hear what I have to tell you
> (Beetle School, headteacher 2, female, Limassol)

> I call teachers over and tell them in private what they have done wrong.
> (Ant School, headteacher 5, female, Paphos)

In their discussions, several students expressed their disapproval of 'unfair' headteachers who neither provide all teachers with the same opportunities to engage in activities nor treat them all in the same way:

> we hear about headteachers who lavish favour for some teachers, and the other teachers are afraid to say something
> (Beetle School, student 6, female, Limassol)

Unfair treatment from headteachers affects teachers' performance negatively according to seven students:

> the headteacher does not support teachers ... These are messages that disappoint teachers and prevent them from giving a good lesson
>
> (Butterfly School, student 7, female, Limassol)

> Instead of lending support, the school leaders turn their back on the teacher.
>
> (Butterfly School, student 4, male, Limassol)

Students' suggestions on how to handle headteachers' unfairness relate to headteachers' lack of leadership skills. The following indicates that headteachers have to undergo training on school leadership before promotion:

> If headteachers have leadership abilities, they will be able to treat teachers fairly.
>
> (Butterfly School, student 4, male, Limassol)

Decision making

The data from the interviews and focus groups suggest that teachers' need to be involved in decision making is unfulfilled. Few teachers reported being involved in decision making 'behind the stage', but this practice, which has already been discussed as 'informal' decision making, might be perceived as another form of favouritism:

> I say some things to the headteacher and he probably listens to me. And when decisions are made, my opinion might still have an influence on the decision to be made.
>
> (Grasshopper School, Sally, Paphos)

Several teachers expressed their level of disapproval for headteachers who allow themselves to be advised only by specific teachers, and they also articulated their resentment about imposed decisions:

> When problems arise, some headteachers seek advice from specific teachers
>
> (Fly School, Nara, Paphos)

> when the decision is imposed on you, you feel that you're just carrying out orders
>
> (Butterfly School, Sera, Limassol)

Imposed decisions may enhance teacher apathy. That is probably why eight teachers suggested the creation of teacher teams as a means to counter an imposed decision-making procedure. As to who can involve them in the decision-making process, three teachers suggested that the assistant headteachers, and four teachers suggested that the students could do so. Some teachers would like the Ministry to involve them in decision making about the goals they set through the inspector who relays teachers' suggestions to the ministry. All participant teachers voiced their need for dialogue:

> they do not provide teachers with opportunities to dialogue and discuss what is going wrong so that they can actually see who is responsible for what.
>
> (Butterfly School, Yiasmine, Limassol)

> There could also be an open dialogue ... teachers could be given the opportunity to express their views
>
> (Beetle School, Amelia, Limassol)

Headteachers, however, believe that they do involve all teachers in participative decision making:

> in staff meetings, a fruitful dialogue takes place which leads to the making of some decisions.
>
> (Bee School, headteacher 1, female, Limassol)

Unlike headteachers, 19 out of 38 students think that teachers are not involved in a democratic decision-making process. Several students wished they were involved in the decision-making practice so as to contribute to problem solving through dialogue with teachers:

> the headteacher together with the assistant headteachers must form a committee of teachers who would be responsible for making decisions and finding solutions to specific problems
> (Butterfly School, student 4, male, Limassol)

> teachers and students should engage in dialogue so that the right decision is made.
> (Ant School, student 2, female, Paphos)

Students' suggestions reflect students' belief that problems can be solved effectively when teachers and students are involved in the decision-making process.

5.6 CONCLUSION

The analysis of data collected through the interviews and focus groups serves to address my four stated research questions and reveals how mid-career teachers, headteachers, and students of six lyceums interpret teacher motivation and what characteristics they associate with 'motivated teachers'. This analysis highlights the needs (satisfaction, collaboration, fairness, and decision making) that are identified as being strong motivators for mid-career teachers. Figure 5.8 shows a model of mid-career teachers' needs motivators. The needs that were reported as being unfulfilled were followed up by the research subjects' views on what restricts them from being met and how they can be met more satisfactorily. The next chapter adds to this conversation by revealing the 'moderators', the key influences on mid-career teacher motivation, through an analytical interaction of the literature, policy, and empirical data.

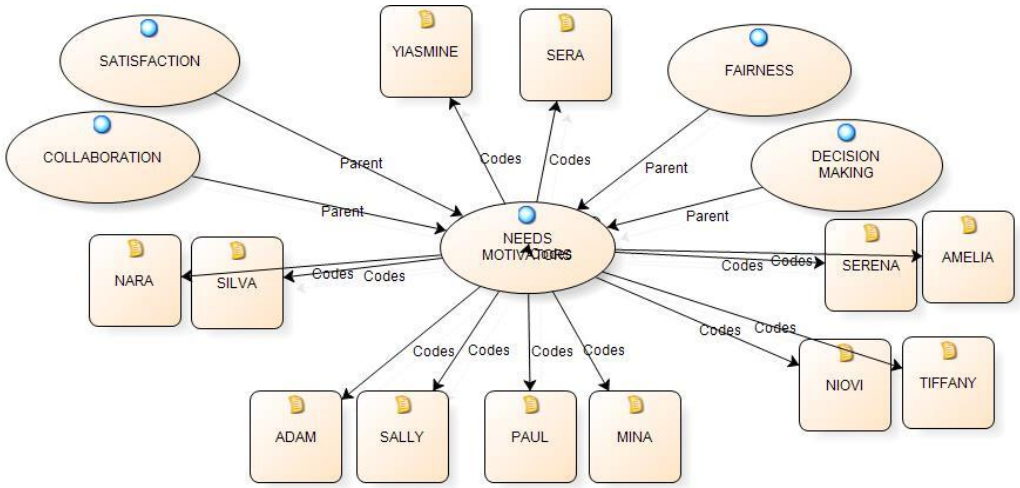

Figure 5.8: A model of mid-career teachers' 'needs motivators' (satisfaction, collaboration, fairness, decision making) indicating that all teachers reach a consensus about these needs.

CHAPTER 6: MODERATORS

6.0 INTRODUCTION

This chapter presents the 'moderators'. These are the strong factors that influence teachers in their mid-career phase. These 'moderators' were discussed extensively by the teachers, headteachers, and students throughout the interviews and focus group discussions as additional factors to the sources of influence identified in the literature and policy (Appendix 1), These 'moderators' are:

- Recognition. The emerging dimensions of recognition include recognition from the headteacher, recognition from colleagues, recognition from students, and recognition from parents.
- Inspection for evaluation. This factor has three dimensions: inspection carrying stress; inspection carrying expectations; inspection carrying limits to motivation.
- Personal life: Two dimensions of personal life were mentioned: health and family.
- Experience. The dimensions of experience reported were: experience and increased teacher efficacy; experience and staff collegiality; experience and rapport with students.

These 'moderators' interact with mid-career teachers' 'needs' motivators' (satisfaction, collaboration, fairness, and decision making), which were uncovered in Chapter 5, to influence mid-career teachers to be active in their schools. The interaction of 'moderators' and 'needs motivators' obliges their co-existence in the mid-career teachers' professional contexts. The need for the co-existence of 'moderators' and 'needs motivators' yields a model that provides a more complete, elucidatory picture of what motivates mid-career teachers to be active

in their work in secondary schools. The model is presented in the shape of a butterfly and is called the butterfly moderator model. Justification of its name relies on two reasons: 1) A butterfly is a symbol of growth and represents mid-career teachers' needs for growth that my study has described; 2) 'Moderators' are the factors that hold the key to mid-career teachers' growth. The butterfly moderator model is illustrated in Figure 6.1.

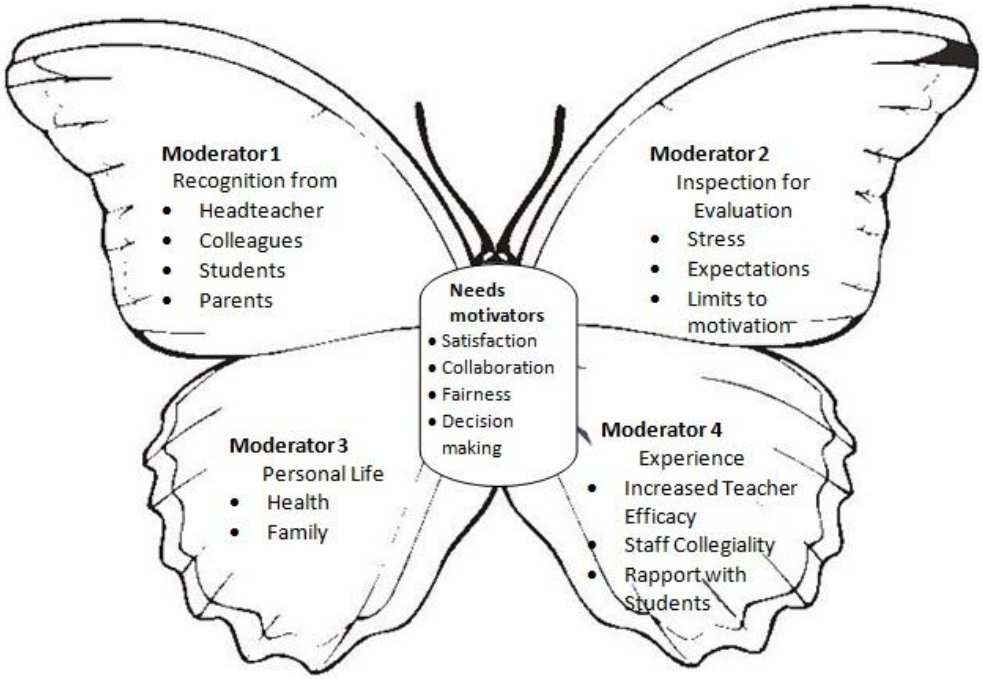

Figure 6.1: The butterfly moderator model.

The wings of the butterfly illustrate the 'moderators'. The forewings host 'moderator' 1: recognition, which is analysed as recognition from the headteacher, colleagues, students and parents; and 'moderator' 2: inspection for evaluation, which is reported as involving stress, expectations for advancement, and limits to motivation. The hind-wings accommodate 'moderator' 3: personal life, which is discussed in relation to health and family, and 'moderator' 4:

experience, which contributes to increased teacher efficacy, staff collegiality, and a greater rapport with students. The body (thorax and abdomen) of the butterfly hosts mid-career teachers' 'needs motivators': satisfaction, collaboration, fairness, and decision making.

The word 'moderator' is derived from the Latin word 'moderor', which means 'regulate' or 'guide'. A 'moderator' is defined as anything that alters the behaviour of an individual (Colleges of Sciences and Technology, Applied Cognitive Science Lab, 2012), and as a variable that influences the strength of a relationship between two other variables (University of Wisconsin Madison, 2012). For example, as a moderator, recognition might influence the strength of the relationship between a headteacher's behaviour and a teacher's motivation.

The 'moderators' are used to structure this chapter with discussions of each being sub-divided according to career phases. This allows for a general description of moderators that influence teachers in relation to factors identified in the literature and policy (Appendix 1) for early and late career phases. The early and late career phases encompass factors which may influence the way motivation is experienced in the mid-career phase. Under each 'moderator', there is a more analytical description for the mid-career phase, which is the focus of my study.

Currently, the factors identified in the literature and those from policy (Appendix 1) make up the key characteristics of each career phase. The early-career phase addresses teachers with 0-3 and 4-10 years of teaching experience. In career phase 0-3, teachers enter the job with a high level of commitment, and have a

developing sense of efficacy. There is no inspection for evaluation in this phase. In career phase 4-10, there is inspection for stabilisation. Teachers have a strong sense of efficacy and effectiveness, and experiment with teaching methods. The mid-career phase involves teachers with 11-20 years of teaching experience. Teachers are inspected for the first evaluation on their eleventh year of teaching, and they are informed about their arithmetic evaluation at the beginning of the following year. Mid-career teachers usually have expectancy trajectories for promotion, an increased sense of efficacy, and they take on additional responsibilities despite their struggle to balance work and life. In the late-career phase, there are teachers with 21-27 and 28-30 years of teaching experience. In career phase 21-27, teachers experience a change in identity if they get promoted, and they either sustain their motivation or lose it. In career phase 28-30, teachers might either look to advancement or retirement, and might have a high or declining sense of motivation. Since inspection for evaluation occurs every two years, teachers are evaluated in the late-career phase as well.

In the conclusion to this chapter, the 'moderators' are added to the factors derived from the literature and policy (Appendix 1). The 'moderators' show that the strong influences on mid-career teachers have been derived from my empirical data, and thus a new diagram can be constructed.

6.1. RECOGNITION

Recognition was reported as being a strong moderator by all participant groups in my study. The word ‘recognition’ was mentioned 153 times by my research subjects, who reported recognition from the headteacher, colleagues, students, and parents as an important factor in teacher motivation across all phases. This section is primarily structured by phase, with the mid-career phase being further sub-divided by these four sources of recognition. The analysis of ‘recognition’ is built on the ‘essence’ of the experiences of all participant groups. Having been uncovered from the diversity of my participants’ individual perspectives, the homogeneity of their experiences provides a contextual background against which all ‘moderators’ are presented in this chapter.

Early-career phase

A total of 24 out of 56 participants (nine teachers, four headteachers, 11 students) believe that beginner-teachers see ‘recognition’ as a means towards sustaining their high commitment, which is derived from their love of teaching: ‘A beginner-teacher has a sense of strong enthusiasm because s/he is in the job for the first time’ (Bee School, student 1, male, Limassol). According to half of the participants (ten teachers, four headteachers, 14 students), recognition can boost beginner-teachers’ developing efficacy, attributed to ‘low self-esteem’, ‘insecurity’, ‘fear’, ‘stress’, and attempts to ‘adjust’ and ‘acclimatise’. Recognition enables beginner-teachers to stay in the job:

> it’s a pity to study something, love something and then ... give up your dream because there was no support.
>
> (Bee School, Niovi, Limassol)

In career phase 4-10, recognition serves as a reward for teachers' high 'efficacy and effectiveness', 'sustained engagement', and 'search for new challenges'. Derived from the literature, these characteristics suggest that teachers in this phase engage themselves in school activities and diversify their methods in order to enhance their teaching competence:

> they do not relax or follow stereotypes, adopting only one method
> (Bee School, headteacher 1, female, Limassol)

Mid-career phase

Recognition was perceived by all of the teachers and headteachers involved in my study and by 24 out of 38 students as the key to teacher motivation because it serves as a tool that urges them to create and confirm that they are doing a job that 'fits' them. Such a tool contributes to mid-career teachers' feelings of psychological safety:

> recognition promotes productivity and creativity which enable us to understand that ... we have made the right professional choice.
> (Ant School, Paul, Paphos)

> recognition means psychological health and it helps us in our professional life
> (Ant School, headteacher 5, female, Paphos)

Lack of recognition was described as a contributor to teachers' apathy:

> the weight of not wanting to do this job is placed on lack of recognition.
> (Ant School, Paul, Paphos)

Perceiving recognition as a means to creativity and to the eradication of doubts about career choice, mid-career teachers seek recognition from the headteacher, colleagues, students, and parents.

Recognition from the headteacher

My research participants reported the teachers' need for recognition from their headteachers in the form of praise. Praise was associated with three characteristics: appreciation, trust, and evaluation.

Praise: Appreciation

Teachers perceive their headteachers' praise as a way to indicate appreciation of the work the teachers do. Headteachers' appreciation is conceived by teachers as a sign of respect, encouragement, and positive feedback. Teachers' work in the classroom was described as a 'struggle' by three teachers, who said they want that 'struggle' to be recognised. Perceived appreciation from the headteacher motivates teachers to work harder:

> you feel respected by the headteacher who praises you, and this motivates you
>
> (Bee School, Tiffany, Limassol)

Praise in the form of appreciation can be conveyed through positive phrases or words such as 'thank you' and 'bravo'. The phrase 'thank you' was mentioned 37 times by 20 participants (nine teachers, three headteachers, eight students), and the word 'bravo' was mentioned 28 times by twelve participants (six teachers, two headteachers, four students):

> Bravo, the event you have organised was good.
>
> (Fly School, Silva, Paphos)

> A simple 'bravo' gives teachers wings to fly even higher.
>
> (Grasshopper School, Adam, Paphos)

> Thank you for the event you have organised
>
> (Beetle School, headteacher 2, female, Limassol)

> Teachers need to hear a bravo from the headteacher for the activities they do.
>
> (Bee School, student 7, female, Limassol)

Headteachers seem to agree that motivated teachers need praise now and then in the form of positive words in order to sustain their motivation. Otherwise, motivated teachers might be driven to demotivation, and ultimately apathy:

> when the head makes teachers understand that their work is recognised, then this kind of behaviour functions as motivation ... when it is not recognised, they do not do anything, they are inactive.
>
> (Butterfly School, headteacher 3, male, Limassol)

Two headteachers stressed the motivational power of praise that is expressed 'in public' before colleagues, students, and parents:

> through public discussions and references we show that we recognise a teacher
>
> (Bee School, headteacher 1, female, Limassol)

> You can't be silent and speechless about something great and exceptional that somebody has done
>
> (Fly School, headteacher 4, male, Paphos)

Perhaps there are headteachers who may pretend not to see teachers' achievements in order not to praise them. Two headteachers reached a motivation peak in their mid-career phase because they perceived their headteachers' praise as appreciation of their work:

> I could hear a good word ... if I worked hard and I could see that nobody recognised my work, I would probably be demotivated.
>
> (Ant School, headteacher 5, female, Paphos)

Twelve students referred to the headteacher's praise as appreciation of a teacher's work:

> the satisfaction from knowing that the hard work they've undertaken is appreciated
>
> (Fly School, student 1, female, Paphos)

Praise: Trust

Teachers perceived their headteachers' recognition as a token of trust in their ability to teach, organise extracurricular activities, and take on additional responsibilities related to school activities. What eight teachers perceived as trust in their teaching efficacy was being chosen by the headteacher to teach senior classes and subjects that students take during the university entrance exams. All teachers considered it a token of trust in their abilities when headteachers either approved of their initiative to organise activities or assigned them the responsibility for an activity that promotes the school's prestige:

> the headteacher ... trusts me enough to teach the third class of the lyceum ... It is motivation for me to work harder
>
> (Bee School, Niovi, Limassol)

> motivated teachers like taking initiatives in the school and when they find ... recognition from the school, they become even more motivated
>
> (Butterfly School, Sera, Limassol)

> Something I have appreciated with the headteacher this year is that he finally assigned me a duty to organise an activity.
>
> (Fly School, Nara, Paphos)

There was consensus among all headteachers that their approval of a teacher's initiative to organise an extracurricular activity, or assigning a responsibility to a given teacher were indicators of trust in the teacher's ability to succeed:

> a teacher comes and asks my approval to do tele-lessons ... I give my approval immediately and encourage the teacher to go ahead.
>
> (Grasshopper School, headteacher 6, male, Paphos)

> the headteacher trusts the teacher who is assigned certain tasks or activities to do
>
> (Bee School, headteacher 1, female, Limassol)

Concerning headteachers' trust in the teachers' teaching competence, two headteachers said that many students, at the beginning of the school year, expressed their desire to be taught by specific teachers:

> I have chosen physics ... but I want teacher X to teach me.
> (Beetle School, headteacher 2, female, Limassol)

Praise: Evaluation

Three teachers said that they wanted the headteachers' praise to be explicitly expressed in the evaluation report that the headteacher writes for them in the year of inspection. In the evaluation report, the headteacher refers to the teachers' competence and motivation through characteristics that mirror their teaching ability and activity at school:

> if a teacher deserves praise, the headteacher must make this known in writing
> (Ant School, Mina, Paphos)

Headteachers may avoid praising teachers in the evaluation reports. The teachers' need for a good evaluation report from their headteacher seems related to their expected trajectories for advancement:

> weight has been placed on the heads' opinion of teachers
> (Beetle School, Amelia, Limassol)

Since the headteachers' opinions count, headteachers have the power to influence the inspector over a teacher's arithmetic evaluation, for example.

Headteachers seem to agree that motivated teachers have to be praised in the evaluation reports that they write for them so as to speed up their advancement. References to the evaluation report basically make a distinction between motivated and demotivated teachers:

> the hardworking and responsible teacher is recognised and ... the one who avoids doing his job well ... gets what he deserves.
> (Bee School, headteacher 1, female, Limassol)

> There is a person who does everything, he participates in a lot of committees, he works hard and I evaluate this person positively ten times more than the others.
> (Beetle School, headteacher 2, female, Limassol)

Two headteachers said that teachers appreciate headteachers' praise in the evaluation reports because they perceive it as a reward for their hard work:

> They want recognition because they work so hard.
> (Grasshopper School, headteacher 6, male, Paphos)

The motivational power of headteachers' praise for teachers, perceived as appreciation of hard work, trust, or evaluation, was reported by 24 participants (11 teachers, six headteachers, seven students) as a means to maximise teachers' efforts at getting better results and as a contributor to teachers' self-image:

> if these people hear 'bravo' ... they will be motivated to redouble the things they are now doing.
> (Bee School, Niovi, Limassol)

> everyone needs to have a good name at his/her workplace and be recognised for what s/he is capable of.
> (Grasshopper School, headteacher 6, male, Paphos)

> the headteacher's praise boosts the teacher's image
> (Grasshopper School, student 3, male, Paphos)

Despite the headteachers' unanimous acknowledgement of teachers' need for recognition, some teachers complain that they still do not receive recognition. Lack of recognition generates feelings of dissatisfaction and disappointment.

Lack of recognition from the headteacher

A perceived lack of recognition from the headteacher was reported by ten teachers to lead to 'apathy':

> No recognition might dissatisfy the teacher so much as to say that everything is vain
>
> (Grasshopper School, Adam, Paphos)

Lack of recognition in the form of praise from the headteacher was attributed to his/her emphasis on mistakes, antipathy, indifference, and exclusion.

Emphasis on mistakes

Reported as a demotivator by seven participants (five teachers, two headteachers), headteachers' tendency to emphasise teachers' mistakes was attributed to an inclination of headteachers to exclude praise and avoid celebrating teachers' successes, which seem to be features of the Cypriot culture.

> we throw the stone at people rather too easily.
>
> (Fly School, Silva, Paphos)

> We tend to find the mistake rather than to find and recognise the good thing that was done and this tendency has eroded us as Cypriot society.
>
> (Ant School, headteacher 5, female, Paphos)

> We do not want others to criticise us for what we have done but to praise us
>
> (Grasshopper School, Adam, Paphos)

A headteacher admitted having the tendency to emphasise mistakes and suggested that headteachers should be humble enough to reflect on their behaviour and even apologise:

> self-criticism for something we might have missed, for mistakes we have made because a "tree that bends does not break".
> (Ant School, headteacher 5, female, Paphos)

Antipathy – Indifference

Feelings of antipathy towards some teachers were attributed by some teachers to headteachers, who lavish favour on teachers of their political party. Such favouritism might speed up some teachers' advancement while delaying that of others, and this practice was characterised as 'immoral' by three teachers. If inspectors take a headteacher's evaluation report and his/her oral verbal comments seriously, and are thereby influenced to give a high mark to a teacher who does not actually deserve that mark, it means that headteachers' favouritism promotes the advancement of those who do not deserve it:

> this is the risk that one who is not so good at his job is to be promoted and to advance
> (Grasshopper School, Adam, Paphos)

A lack of praise from the headteacher was discussed as indifference to teachers' qualifications and activities. Headteachers might show indifference to the qualifications that a teacher has (three teachers). However, headteachers do not accept that they are indifferent to teachers' qualifications. They are indifferent to inactive teachers, who see their postgraduate qualifications as tools for speeding up their promotion:

> there is a plethora of postgraduate degrees ... related to the belief that it enables teachers to get promoted
> (Bee School, headteacher 1, female, Limassol)

Only a few teachers expressed resentment about the headteachers' indifference to the successful activities they have organised:

> I have not heard from the headteacher ... a thank you or congratulations. This shows that he does not respect my work.
> (Butterfly School, Sera, Limassol)

Exclusion

Exclusion was reported by seven teachers as a source of dissatisfaction, which might lead them to marginalisation and isolation. Teachers' exclusion from engaging in activities was metaphorically linked by Adam (Grasshopper School, Paphos) to an eagle with feet tied to a chain:

> The eagle, which used to fly high, kept beating his wings and his feet to break the chain and fly ... one ring of the chain broke and he could fly but ... he stayed there thinking that he was still tied.

The story of the eagle illustrates the motivation-demotivation process that a teacher might undergo before s/he falls into apathy.

Two headteachers admitted excluding some teachers from certain activities because these particular teachers were reluctant to do anything, and said that they disapproved of activities that did not aim at creativity:

> I can't become a road roller and simply roll over everything. The one who works ... is definitely seen from another angle.
> (Fly School, headteacher 4, male, Paphos)

> If they do not aim at being creative ... I refuse to give my approval.
> (Grasshopper School, headteacher 6, male, Paphos)

The above statements suggest that teachers must continuously work hard because a headteacher's trust towards them takes time to be built.

Recognition from colleagues

Recognition of teachers by colleagues was reported by 23 participants (ten teachers, six headteachers, seven students). Paul (Ant School, Paphos), who wrote a book, referred to his colleagues' presence as a sign of respect in the activity organised for the presentation of his book:

> I felt the respect of those who showed interest in my book and I could feel that there is some respect that exceeds the limits of the 7.30am-1.35pm.

The teachers' positive feedback on a colleague's activity is perceived as recognition in the form of praise:

> Bravo, congratulations mean evaluation and make you feel that you have done something very well.
>
> (Grasshopper School, Adam, Paphos)

Sally (Grasshopper School, Paphos), who is responsible for her school's timetable, said that she feels respected by her colleagues and that their respect motivates her to work harder on the school's programme: 'the more my work is respected by my colleagues, the harder I work'. Several teachers said that their colleagues' respect serves as a means towards collaboration and the development of interpersonal relationships between them:

> they respect you ... you cooperate with them in order to be able to achieve and do more things at school.
>
> (Bee School, Tiffany, Limassol)

A lack of recognition from colleagues was reported as the key to teachers' apathy:

> lack of respect can ... disappoint you and make you give up trying
>
> (Bee School, Tiffany, Limassol)

Lack of recognition from colleagues

Teachers' dissatisfaction and disappointment was reported by 23 research subjects as emanating from a lack of recognition from colleagues due to antagonism that persists among teachers. Antagonism, reported by three teachers as having to do with their need for advancement, seems to be stronger among teachers of the same subject. If allowed to persist at school, teachers' antagonism acts as an obstacle to their own professional development within the school community and as a contributor to teachers' feelings of isolation. Motivated and active teachers are not liked by the other teachers who perceive them as teachers who try to show off, seek the headteacher's attention, and challenge others through their being and doing. These comments are typical:

> some teachers misunderstand those teachers who do additional work at school, labelling them as teachers who want to show off
> (Beetle School, Amelia, Limassol)

> they regard you with suspicion ... and they imagine personal glory behind your motivation
> (Grasshopper School, Sally, Paphos)

> motivated teachers sometimes challenge certain colleagues with their behaviour.
> (Butterfly School, Sera, Limassol)

Participants from all three groups suggested that what can prevent teachers' antagonism is collaboration, which can develop when teachers move from isolation to interaction with their colleagues:

> a teacher who wants his work to be recognised ... cannot achieve things by himself, by being in isolation.
> (Grasshopper School, headteacher 6, male, Paphos)

> You gain recognition when some teachers want to learn from you.
> (Ant School, Mina, Paphos)

> They can talk, exchange ideas about their teaching practices and see their colleagues as friends
> (Butterfly School, student 3, female, Limassol)

Recognition from students

Recognition from students was perceived as a very strong motivator and a source of satisfaction by the majority of participants (48 out of 56 = 12 teachers, six headteachers, 30 students):

> The student is everything
>
> (Bee School, Tiffany, Limassol)

> I felt that my students were satisfied with the work that I did in the classroom and this made me happy and filled me with enthusiasm.
>
> (Grasshopper School, headteacher 6, male, Paphos)|

> it is students who are to be blamed if teachers are not motivated
>
> (Beetle School, student 1, female, Limassol)

> Students' recognition gives teachers a sense of satisfaction that the hard work they had done has not been useless.
>
> (Fly School, student 1, female, Paphos)

Recognition of teachers on the part of students was perceived by half of the participants (28 out of 56 = seven teachers, one headteacher, 20 students) as being demonstrated through students' active interest in the lesson:

> Exactly as an artist expects applause from the audience, the teacher expects students to show interest in the lesson
>
> (Bee School, student 7, female, Limassol)

> Their interest in my lesson indicates recognition
>
> (Fly School, Nara, Paphos)

> Students show interest in a lesson when they recognise a teacher's skill of teaching.
>
> (Grasshopper School, headteacher 6, male, Paphos)

Eighteen participants (eight teachers, three headteachers, seven students) perceived recognition from students as a sign of respect expressed through explicit words of thankfulness:

> When a student comes to the teacher and says "thank you for what you have taught me"
> (Grasshopper School, student 3, male, Paphos)

> students say they are grateful to teachers who help them learn
> (Ant School, headteacher 5, female, Paphos)

> Their words reflect gratefulness that they learn
> (Butterfly School, Yiasmine, Limassol)

Recognition from students brings internal rewards to teachers, whereas a lack of recognition means a sense of dissatisfaction and disappointment.

Lack of recognition from students

All the participant teachers reported themselves as being strongly dissatisfied and disappointed when they perceive their students to be indifferent and apathetic in class. Students' tendency for indifference, apathy, and contempt are such strong forms of non-recognition that demotivate teachers and enhance teacher apathy:

> Teachers get dissatisfied when they perceive students as not recognising them or acknowledging their work.
> (Beetle School, Serena, Limassol)

Headteachers voiced their awareness of teachers' feelings of dissatisfaction and disappointment as stemming from a perceived lack of recognition from students:

> You cannot give your soul to make students learn and receive their disrespect.
> (Fly School, headteacher 4, male, Paphos)

> Students' lack of recognition and contempt demotivate teachers.
> (Ant School, headteacher 5, female, Paphos)

Students' awareness of the negative feelings transmitted to their teachers by being indifferent during a lesson serves to confirm the phenomenon of students' apathy in the classroom. Students' indifference acts as a sign of disrespect towards the teachers' work:

> what dissatisfies teachers is ... realising that the students show indifference to the lesson or even become disruptive.
> (Fly School, student 2, male, Paphos)

> we have a student who does nothing ... he collapses onto his desk and sleeps and he leaves as soon as the bell goes.
> (Bee School, student 5, male, Limassol)

Students' indifference serves to confirm that a teacher's job is not currently highly valued by society. It was really disappointing to hear students say:

> I wouldn't feel a complete person if I were a teacher. Students show indifference and disrespect.
> (Beetle School, student 1, female, Limassol)

> very few students will talk to teachers about their interest in a lesson or express their thankfulness to teachers.
> (Bee School, student 1, male, Limassol)

The system that allows students of the second and third classes of the lyceum to choose the subjects to be taught and examined upon somehow contributes to students' indifference in class. This policy practice encourages students to opt for lessons that make it possible for them to gain high marks without having to do much studying, and they are also able to choose lessons that are easy and enjoyable.

> there are students who choose lessons for entertainment rather than for learning ... if the teacher tries ... and he gets no response from them, he is then disappointed and his motivation in that subject goes down.
> (Grasshopper School, headteacher 6, male, Paphos)

Disrespect from students was attributed by some students to teachers who exhibit power in the classroom and act more as 'police officers':

> police officers who take advantage of their power to tell off students
>
> (Grasshopper School, student 3, male, Paphos)

> the relationship between teachers and students turned out to be some kind of a power-play relationship.
>
> (Beetle School, student 2, female, Limassol)

Students' suggestions about how their indifference and apathy could be handled revolved around the need for teachers to diversify their teaching methods and to present themselves as learners. Students want teacher-learners rather than teachers who think they are 'Mr. Know-It-All' in class. Suggestions about how to resolve students' disrespect also refer to parents' responsibilities for their children's upbringing and to the teacher's responsibility for building healthy relationships with students:

> the teacher should approach the students also as a learner, feeling that they have to learn from him and he has to learn from them
>
> (Beetle school, student 6, female, Limassol)

> parents should teach children to respect teachers and if children respect teachers, they help teachers with their job.
>
> (Beetle School, student 5, male, Limassol)

Recognition from parents

Twenty-five participants (eight teachers, six headteachers, 11 students) referred to the teachers' need to receive recognition from parents in the form of praise. When praised by parents, teachers are motivated to work harder:

> the teacher wants to hear that parents talk about him using the best words such as doing his job very well.
> (Grasshopper School, headteacher 6, male, Paphos)

> I see my students' parents after some years and they say to me, "we thank you for what you have taught our children"; for me this is motivation. This is recognition
> (Bee School, Niovi, Limassol)

> Our teachers are happy to hear that our parents praise them
> (Fly School, student 4, female, Paphos)

Not only do teachers need to have parents' recognition for the knowledge they impart on their children, but teachers also deserve it for the psychological support they give to the children:

> the parent comes and says to me, "thank you for standing by my child".
> (Grasshopper School, Adam, Paphos)

> parents recognise teachers who contribute to their children's development of knowledge and behaviour
> (Butterfly School, student 5, female, Paphos)

Parents do recognise the teachers' good work with their children. Their good work can later be translated into a successful career and into the student's better behaviour in society. Students' achievements tend to satisfy teachers, whereas students' failure dissatisfies teachers and headteachers:

> My aunt, who is a philologist, met an old student of hers on the street ... the girl told her that she is a philologist, too; she now runs an institute and she is doing very well, and my aunt came home excited.
>
> (Ant School, student 5, female, Paphos)

> when students are led towards catastrophe, when they fail to advance in life, I feel disappointed.
>
> (Fly School, headteacher 4, male, Paphos)

Some students said that parents and society recognise those teachers who are likeable by students. Parents' references to 'likeable' teachers act as boosters for the teachers' good image in society:

> when students like their teacher, it means that the teacher ... is effective, and society in general will recognise a faithful and committed teacher.
>
> (Beetle School, student 3, female, Limassol)

> a teacher is like a singer who sings in the hope of becoming famous and to have fame and recognition
>
> (Ant School, student 5, female, Paphos)

Four teachers consider parents' recognition as important because when parents praise teachers, society tends to value the teaching job highly. Parents' recognition can lead to social recognition:

> I want to hear somebody in society say to me: "bravo, you, teachers, do some good work"
>
> (Fly School, Silva, Paphos)

Some teachers reported themselves as being dissatisfied due to a lack of recognition from parents.

Lack of recognition from parents

Lack of recognition from parents is seen as disrespect, and it is often conveyed through criticism about the benefits of the teaching job:

> many parents say: "the only thing teachers are interested in is money, then the holidays".
>
> (Fly School, Silva, Paphos)

> Father says that the teaching job offers good money and long holidays
>
> (Bee School, student 4, male, Limassol)

Lack of recognition from parents was attributed to parents' obsession towards students' high marks (five teachers). That obsession could lead parents to criticise teachers' work:

> parents run after teachers to ask for a high mark because their child will go to England to study at university.
>
> (Fly School, Paul, Paphos)

> the first thing they do is to find something wrong with our work
>
> (Butterfly School, Yiasmine, Limassol)

Parents' lack of recognition for teachers is also echoed by two headteachers:

> They do not care whether their children learn or not. They are interested only in getting high marks
>
> (Fly School, headteacher 4, male, Paphos)

Positive thinking was suggested as a tool that would prevent teachers from falling into apathy due to a lack of recognition from parents, and it could also make parents understand that they should be the teachers' friends and collaborators:

> You should bypass the negative and the ugly and avoid situations which could trap you or influence you towards negative thinking.
>
> (Butterfly School, Yiasmine, Limassol)

Despite teachers' perceived lack of recognition from headteachers, colleagues, students, and parents, some teachers do manage to reach a peak in motivation during their mid-career phase thanks to a sense of recognition:

> I am at the peak of motivation during this phase because ... I can feel the respect of my students and colleagues.
> (Beetle School, Amelia, Limassol)

Late-career phase

In career phase 21-27, teachers' need for recognition could result from a 'sustained strong sense of commitment' and from 'holding on', which could halt 'losing motivation' (Appendix 1). Promotion, which is usually gained in this phase, can be linked to recognition. As an example, headteacher 3 (Butterfly School, male, Limassol) attributed the motivation peak that he experienced in this phase to being recognised by his colleagues as a good assistant headteacher. 'I felt a sense of acceptance and recognition', he said.

In career phase 28-30, recognition could serve as a deterrent to teachers' declining motivation and feelings of being 'tired and trapped'. Recalling a teacher with 28-30 years of teaching, a girl said:

> he has enthusiasm even if he is about to retire because he loves his job, because he wants his students to succeed.
> (Ant school, student 2, Paphos)

Three headteachers attribute their leadership roles to being recognised as good teachers by their inspectors, and consequently they want to sustain the inspector's recognition:

> a headteacher might be motivated to confirm her/his self-efficacy, to confirm the recognition which s/he had gained
> (Bee School, headteacher 1, female, Limassol)

In sum, recognition is perceived as a key teacher moderator especially in the mid-career phase. Mid-career teachers are motivated by headteachers who show recognition for their work through praise in the forms of appreciation, trust, or evaluation. Headteachers' tendency to emphasise mistakes or exclude specific teachers from engaging in activities, as well as feelings of antipathy or indifference, are perceived by teachers as a lack of recognition. Teachers need to have their colleagues' respect and support in activities, but this is threatened by the antagonism that could be prevalent among this group. Teachers receive recognition from students through the students' interest in the lesson, and signs of respect, and are dissatisfied with students' indifference. Since teachers see parents' praise as recognition, teachers are motivated to work harder, whereas parents' obsession for high marks contributes to teachers' apathy. Figure 6.2 illustrates recognition as a moderator identified by source (teachers, headteachers, students).

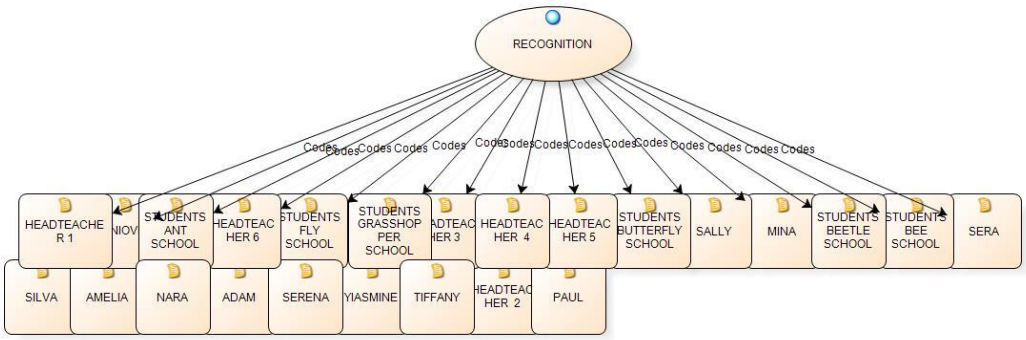

Figure 6.2: Recognition identified by source (teachers, headteachers, students).

6.2 INSPECTION FOR EVALUATION

All teachers and headteachers reported that inspection had a strong influence on mid-career teachers. As I have stated in Chapter 1, teachers are evaluated for the first time in their eleventh year of teaching. The government has a formal procedure for the evaluation of secondary school teachers, which consists of two observations of teaching by an inspector, who writes up his/her findings, gives a mark, and completes an evaluation that is inserted into the teacher's personal file.

Early-career phase

Entry career teachers do not undergo any form of inspection in order to receive a license to teach. Participants from all groups suggested that beginner-teachers should be guided by consultants on how to teach, and that teachers should be inspected throughout their professional life:

> teachers have to be supported by advisors before they are appointed, and be evaluated by inspectors from appointment to retirement.
>
> (Bee School, student 7, female, Limassol)

Inspection can serve as a means to sustain that same high level of commitment with which teachers enter the job. Teachers with 0-3 years of teaching experience were reported as being interested in their image (nine students). Inspection can serve to motivate teachers to develop their image:

> this is the period where teachers want to show what they can do to the headteacher and inspectors.
>
> (Bee School, student 1, male, Limassol)

Characterised by ‘a strong sense of efficacy and effectiveness’, ‘sustained engagement’, and a ‘search for new challenges’, teachers in the 4-10 career phase prepare themselves for evaluation in the mid-career phase. A teacher’s ‘search for new challenges’ suggests that s/he puts effort into renewing and diversifying his/her teaching practices:

> renewing his practices, the teacher seeks to put new teaching methods into practice
>
> (Ant School, Mina, Paphos)

Teachers with 4-10 years of teaching experience undergo inspection in order to gain stabilisation. Several teachers said that they would like to be inspected for evaluation in the 4-10 career phase, and criticised the evaluation system, which allows teachers to gain leadership posts somewhat too late since they only start being evaluated in their mid-career phase:

> it is wrong to wait for ten years to pass in order to be evaluated for promotion.
>
> (Grasshopper School, Sally, Paphos)

Mid-career phase

All teachers, headteachers, and some students reported that inspection for evaluation was a strong motivator, as it had the potential to lead teachers towards experiencing a motivation peak:

> Being mostly interested in evaluation, the teacher gets highly motivated, shows his best self and uses all his abilities to the maximum.
>
> (Grasshopper School, Adam, Paphos)

The mid-career teachers participating in my study, however, did not admit to being motivated because of inspection for evaluation. Seven teachers attributed their high levels of motivation in this phase to ‘love for the job’, ‘commitment’, ‘stabilisation’, ‘balance of personal and professional life’, and ‘experience’ rather

than any expected trajectories for promotion. Four out of 12 teachers seemed to be interested in their image. They maximised their efforts in order to diversify their teaching methods and leave a positive impression on the inspector. These teachers have 11-15 years of experience and do not look forward to promotion:

> I do my best to form the image of an effective teacher
> (Butterfly School, Yiasmine, Limassol)

Eight out of 12 teachers seemed to be interested in intrinsic rewards. They maximised their efforts in order to diversify methods and impart knowledge to their students. These teachers have 16-20 years of teaching experience.

> intrinsic motivation energises me to transfer knowledge to my students
> (Grasshopper School, Sally, Paphos)

Yet the majority of teachers reached a peak in their motivation in the mid-career phase because of expectant trajectories for a good first evaluation/marking as reported by 24 out of 56 participants (12 teachers, six headteachers, six students). Motivation stimulated by teachers' desire for a high mark was reported as taking a tumble after promotion:

> a teacher is interested in showing his work in order to get as high a marking as possible because he knows that the mark he gets will lead him to promotion.
> (Grasshopper School, headteacher 6, male, Paphos)

> When the goal is promotion, as soon as teachers get it ... the fall in their level of motivation starts.
> (Grasshopper School, Sally, Paphos)

> some teachers work hard until they get a high mark ... they stop working hard after getting a promotion
> (Bee School, student 4, male, Limassol)

All teachers echoed their dissatisfaction with a system that promotes seniority and involves transfers. Sally (Grasshopper School, Paphos) said that 'teachers are swallowed up by the system':

> advancement is long-term, and those who deserve to be promoted are not.
>
> (Ant School, Paul, Paphos)

> the inspection system does not appreciate motivated teachers in school much because there is a levelling approach to teacher evaluation.
>
> (Beetle School, Amelia, Limassol)

> transfers serve to reduce teachers' motivation
>
> (Ant School, Mina, Paphos)

The dimensions of inspection for evaluation rest on stress, expectations, and limits to teacher motivation; these themes are discussed below.

Stress

Inspection for evaluation was described as a stressful situation (four teachers, three headteachers):

> the colleague thinks of inspection as a thorn.
>
> (Grasshopper, headteacher 6, male, Paphos)

> the stress is related to the inspector coming into our classroom
>
> (Fly School, Silva, Paphos)

Stress was reported by some teachers as undergoing fluctuations in the five career phases, and indicated that these fluctuations reach a peak during the mid-career phase:

> I have more agony now ... as years pass, this agony will vanish. Evaluation will become a very normal procedure.
>
> (Fly School, Nara, Paphos)

Headteacher 2 (Beetle School, female, Limassol) referred to the practices that she follows and indicated that they could serve as tools for reducing teachers' stress. Not only does she inform teachers about how they are to be evaluated, she also asks people who are knowledgeable about evaluation procedures to speak to teachers:

> I give teachers the evaluation paper that the inspector will use in class when s/he comes to inspect them ... I invited the general inspector of secondary education to talk to them about teacher evaluation

Six teachers regard the stress emanating from expected inspection as positive. They see it as a means to prevent teachers from falling into apathy and suggested that it moves them towards creativity and activity at school. When expecting the inspector, teachers put more effort into preparing a good lesson, and such an effort involves thinking, reflecting, and diversifying teaching methods aimed at creating a better teaching performance:

> inspection creates a creative stress on teachers
> (Ant School, Paul, Paphos)

> it urges teachers to develop some fields of their teaching or of their presence at school.
> (Beetle School, Serena, Limassol)

> stress moves the teacher to use all his abilities to the maximum.
> (Grasshopper School, Adam, Paphos)

Though teachers spend a lot of time preparing lessons for inspection, their performance during the inspected lesson is met with criticism by students:

> They told us to be prepared and not to make mistakes ... which means we have ended up in a tragic and funny situation.
> (Bee School, student 1, male, Limassol)

> when the inspector comes, the teachers put on whole performances and create lessons of hyper productivity compared to the normal daily lessons
> (Bee School, student 7, female, Limassol)

The implication of comments such as these, which effectively draw a line between teachers' daily work in the classroom and teachers' inspected work, is that teachers present an unrealistic image of themselves during the inspection period. The disparity between teachers' daily work and their inspected work has led to criticism against a system that allows inspectors to warn teachers in advance about when they are to be observed:

> the best way of evaluation is sudden inspection.
> (Bee School, student 7, female, Limassol)

> the teacher has the opportunity to give the perfect lesson ... but s/he does not give such a lesson on a daily basis.
> (Ant School, Mina, Paphos)

For their part, headteachers criticised teachers for presenting an unrealistic image in the workplace during the year of their inspection. Five out of six headteachers criticised teachers for being motivated to engage in activities only during the year they undergo inspection due to expectation of promotion, for which the headteacher still has a say. They compared those teachers to motivated teachers:

> some teachers work with breaks ... I have evaluation this year and I work or I do not have evaluation this year and I relax

> a motivated teacher is engaged in the school work and activities and ... his interest does not have a deadline, it does not have a horizon.
> (Bee School, headteacher 1, female, Limassol)

> motivated teachers are always willing to do things, not to show off but for the sake of school improvement.
> (Beetle School, headteacher 2, female, Limassol)

All headteachers agree that teachers seek a positive evaluation from them. Expectation of a positive evaluation adds to the stress of inspection that teachers go through; yet, there are teachers who exhibit high levels of absenteeism – a criterion that headteachers employ to distinguish motivated from demotivated teachers:

> the teacher who makes use of the sick leave that he can have each year will mean that in the 33 years of his teaching experience, he will have worked for 29 years
> (Butterfly School, headteacher 3, male, Limassol)

> There are teachers who look at their watch from the time they get to school in the morning until the time they leave
> (Fly School, headteacher 4, male, Paphos)

Teachers' stress from having to face the inspector and needing a positive evaluation from the heads reflects teachers' expectations for advancement.

Expectations

Twenty-four participants (ten teachers, four headteachers, ten students) thought that the inspection for evaluation encompassed teachers' expectations for promotion, and that the teachers placed the weight of their expected trajectories for advancement on the mark gained from the first inspection:

> everything depends on the first evaluation
> (Fly School, headteacher 4, Paphos)

> he expects promotion, so he does his utmost in order to find himself in a higher rank.
> (Fly School, student 6, female, Paphos)

> Teachers want to get a promotion and move to a higher position; that is why their motivation levels have gone up
> (Fly School, Silva, Paphos)

The first inspection was linked to increased motivation, and mid-career teachers were described as ‘more problematised’ in the first and second inspection than in the third and fourth because inspections become routine by that point. At the beginning of the mid-career phase, teachers showed an interest in their image:

> the teacher tries to work harder and project an image of what he really is like
>
> (Bee School, Tiffany, Limassol)

Teachers’ image acts as a means through which a good mark is achieved, which carries expectations for promotion at the beginning of the late-career phase. Expectations of promotion cannot be separated from expectations of extrinsic rewards, as promotion includes an increase in pay. Participants’ perceptions on ‘inspection carrying expectations’ could categorise mid-career teachers into two sub-groups. Sub-group (a) includes mid-career teachers with increased motivation aimed at a good first mark because of expected trajectories for advancement. These teachers are likely to become demotivated if they are not pleased with the result of the first evaluations:

> Those who approach things aimed at their evaluation and promotion do not work systematically.
>
> (Bee School, headteacher 1, female, Limassol)

Sub-group (b) includes mid-career teachers who have increased motivation that is sustained from the time of career entry and is constantly rising. These teachers expect that their motivation will reach a peak at retirement. The following headteachers’ comments about those teachers are fairly typical:

> he is motivated from the beginning of his career to the end in the same rhythms.
>
> (Bee School, headteacher 1, female, Limassol)

> he will continue to work effectively even if he doesn’t get a promotion.
>
> (Grasshopper School, headteacher 6, male, Limassol)

Several students spoke of teachers' promotion as a reward for being effective teachers:

> he expects promotion as recognition for being a good teacher
> (Ant School, student 4, male, Paphos)

> they want to be recognised as good teachers by the educational system.
> (Ant School, student 5, female, Paphos)

When speculating on promotion expectancy trajectories and their effect on teachers with 18-20 years of teaching experience (late mid-career phase), the participants, based on their observations, reported three cases of mid-career teachers. The first case includes mid-career teachers who have a positive evaluation and are able to sustain their motivation:

> When the first mark is a positive evaluation, teacher motivation increases, thereby energising the teacher even more and strengthens his wings to fly even higher
> (Grasshopper School, Adam, Paphos)

The second case refers to mid-career teachers who have a positive evaluation, but their motivation level is beginning to fall:

> I have got the mark that I want and the doors are open for promotion, so I will now reduce my effort at work.
> (Bee School, headteacher 1, Limassol)

The third case concerns mid-career teachers who have a negative evaluation and are now starting to become demotivated:

> a negative evaluation 'cuts' the teacher's legs and makes him negative
> (Beetle School, Serena, Limassol)

It seems that teachers in the first and third case perceive positive evaluation as motivation for more hard work. Teachers in the second case seem to consider promotion as a goal that they want to reach via the easiest and shortest route.

Some mid-career teachers consider other forms of evaluation to be more important than marking. They place importance on the inspector's positive feedback or consider people's respect as the best form of evaluation:

> What is important for me is to hear my inspector say: "you have given a very good lesson".
>
> (Bee School, Tiffany, Limassol)

> you expect that society will recognise you and what you are doing, you then develop an expectation of social recognition
>
> (Fly School, Paul, Paphos)

The 12 teachers who participated in my study expressed dissatisfaction with the evaluation system due to the limits it imposes on their motivation.

Limits to motivation

Problems reported by participants as limits to teacher motivation relate to evaluation by a single inspector, seniority as a factor determining promotion, and antagonism among teachers about promotion. These limits to teacher motivation are explained below.

The first problem in relation to teachers' inspection as a limit to teacher motivation is that evaluation is carried out by a single inspector (five headteachers):

> you cannot have your career advancement dependent on the opinion of one person
>
> (Butterfly School, headteacher 3, male Limassol)

> there are inspectors who are incapable of evaluating
>
> (Fly School, headteacher 4, male, Paphos)

> if you have a conflict with the inspector for any reason, then you will remain where you are.
>
> (Butterfly School, headteacher 3, male, Limassol)

The implication of these comments, which inevitably draw distinctions between capable and incapable inspectors, is that impartiality on the part of inspectors cannot be warranted. That being said, teachers worry about their advancement, which is justifiable. Also justifiable is the teachers' need for more than two inspections:

> Maybe on the day that the inspector comes you are not feeling well.
>
> (Beetle School, headteacher 2, Limassol)

> The inspector must not be confined to the two typical visits in which the teacher is informed about the date and time of inspection
>
> (Ant School, Mina, Paphos)

Such perceptions reflect pressured evaluations, which could threaten intrinsic motivation.

The second problem relates to the level of seniority upon which teacher evaluations are also based:

> it is seniority and age that matter ... promotion comes late, when we are old.
>
> (Ant School, Paul, Paphos)

All mid-career teachers and headteachers expressed dissatisfaction with seniority, which does not differentiate motivated teachers from demotivated ones, or teachers who always work hard from those who never do:

> The system puts all teachers in the same container.
>
> (Ant School, Paul, Paphos)

> the teacher evaluation system ... does not appreciate motivated teachers
>
> (Beetle School, Amelia, Limassol)

> There is no consideration given to those who stand out, who are distinguished from the crowd
>
> (Fly School, headteacher 4, male, Paphos)

Another problem with the evaluation system is teachers' antagonism, which contributes to a negative school climate. The following questions were reported by two teachers as typical among teachers who exhibited high levels of curiosity about each other's evaluation:

> What mark has he given you?
>
> (Fly School, Nara, Paphos)

> What comments did he make for you?
>
> (Beetle School, Serena, Limassol)

When dissatisfied with the mark given to them by the inspector, some teachers may challenge the given mark, and show their dislike to colleagues who received a higher mark than they did. Several participants talked about teachers who are considered to be ineffective, yet they somehow get promoted earlier than effective teachers; they attributed such situations to the prevalent political culture and they also referred to teachers being promoted through the help of relatives and friends:

> a teacher who is the last in the list of candidates for promotion gets promoted, whereas the first in the list is not
>
> (Grasshopper School, Adam, Paphos)

> some teachers' advancement is threatened by ... personal reasons, political reasons
>
> (Bee School, student 6, male, Limassol)

> the political interventions and relationships ... the friends of the groom and the friends of the bride.
>
> (Fly School, headteacher 4, male, Paphos)

Sally (Grasshopper School, Paphos) attributed teachers' antagonism to the evaluation system, which promotes individualism rather than collaboration. She suggested a shift from individual teacher evaluation to a form of school evaluation that would promote the development of a constructive culture at school and prevent teachers from falling into apathy:

> if the progress of the school and the achievements of the school were recognised ... teachers would continue to maintain their enthusiasm and to be intrinsically motivated. The system destroys them.

All teachers and headteachers wished that the evaluation system would change. They suggested a system that will reward motivated teachers with early promotion, which would sustain, reinforce, and increase teachers' levels of motivation:

> Evaluation suffers ... and it cannot change soon enough.
> (Fly School, headteacher 4, male, Paphos)

> teachers' evaluation system has to change.
> (Ant School, Paul, Paphos)

Headteacher 4 proposed an evaluation in two stages: 1) 'formative evaluation' where weaknesses of teachers are indicated and inspectors act as counsellors; and 2) 'summative evaluation', which is 'numeric' especially for teachers aspiring to leadership roles.

Late-career phase

As I have mentioned, mid-career teachers do not seem to worry about inspection in their late-career phase, having anticipated that it would become routine by then. Routine suggests the emergence of teacher inactivity:

> it is said that when the teacher has 20 years of teaching experience, he becomes inactive.
> (Butterfly School, headteacher 3, male, Limassol)

In the 21-27 career phase, according to headteachers, some teachers gain promotion and have expectations of further promotion, which can explain their sustained commitment in this phase:

> When the teacher gets promoted, a new chapter opens in his life
> (Bee School, headteacher 1, female, Limassol)

> a glorious field ... you can understand if you are capable of becoming a head.
> (Butterfly School, headteacher 3, male, Limassol)

There are also teachers who have yet to be promoted and their expected trajectories for promotion are low, or they have been promoted but have no further expectation of promotion. These teachers seem to be 'holding on but losing motivation'.

> He starts to get tired and is not so interested in advancement
> (Ant School, Mina, Paphos)

> when teachers get a promotion, they give up, they are not motivated anymore
> (Grasshopper School, Sally, Paphos)

In the 28-30 career phase, there are teachers with leadership roles still being interested in further advancement, which relates to 'further expected trajectories of promotion'. Advancement serves as a means of reassurance or removal of any doubts about teachers' ability to work effectively:

> he might be motivated to confirm his self-efficacy
> (Bee School, headteacher 1, female, Limassol)

On the other hand, there are teachers who 'retire without getting a promotion and they leave the job unhappily' (Ant School, headteacher 5, female, Paphos), or assistant headteachers and headteachers who do not have further expectations of themselves, and these are linked to the existing factors: 'declining motivation', 'tired and trapped', and 'looking to retire':

> In the last phase, they do not expect any further promotion
> (Bee School, Tiffany, Limassol)

> he has already proven his 'greatness' ... in the classroom, then he starts to feel relaxed.
> (Ant School, headteacher 5, female, Paphos)

Some mid-career teachers reported disillusionment as stated by teachers with 28-30 years of teaching:

> What else can I do? I am going to retire. You, the younger can work; we have done what we had to do.
> (Bee School, Niovi, Limassol)

> it is a job that tears you down, it is soul destroying.
> (Fly School, Silva, Paphos)

The implication of the above statements is that teacher motivation takes a tumble for some teachers after some years of teaching.

Considering my research subjects' views on inspection for evaluation, I could say that inspection is such a strong moderator that it enables mid-career teachers to experience a motivation peak. Such motivation peaks are exhibited in teachers

maximising their efforts to diversify teaching methods and impart knowledge to students. It does not always relate to expectancy trajectories for promotion, but when it does, it is likely to sustain and enhance teacher motivation through positive marking, although this is reduced through negative marking. Inspection for evaluation carries stress which, though sometimes creative, might lead to unrealistic teaching performances. Inspection constitutes a limitation to teacher motivation due to problems related to having only one inspector, levels of seniority, and antagonism among teachers, which inevitably causes teacher dissatisfaction. Promotion seems to be an end goal for some teachers: 'Many teachers' dream is to become headteachers and relax' (Butterfly School, Sera, Limassol); however, nothing can guarantee any relaxation for teachers. Teachers' professional lives cannot be separated from their personal lives, which suggests that teachers may struggle to find the right balance between their personal and professional lives.

6.3 PERSONAL LIFE

As an additional factor to all career-phases, personal life was reported as a strong influence on teacher motivation by 23 participants (11 teachers, two headteachers, ten students):

> Teachers' personal and professional lives are interconnected
> (Fly School, headteacher 4, male, Paphos)

> The way teachers teach and the extent to which they are committed to their job is closely related to their personal lives.
> (Beetle School, student 5, male, Limassol)

> personal life does intervene with our work and vice versa.
> (Beetle School, Amelia, Limassol)

Teachers' personal lives were frequently mentioned in relation to their 'struggle to balance work and life'. My research subjects' views on personal life gave rise to the two themes of health and family, both encompassing positive and negative influences on teachers with variations according to the three career phases.

Early-career phase

In the 0-3 career phase, teachers with a developing sense of efficacy were reported by 21 participants (five teachers, four headteachers, 12 students) as suffering from stress, which affects their psychological health. Beginner-teachers' stress was linked to unintentional career choice:

> they just happened to get a post at the university to study this thing.
> (Bee School, Tiffany, Limassol)

Unintentional career choice suggests that the teachers did not actually intend to be teachers, or they did not intend to study what they did. Factors other than a conscious career choice led them to the teaching profession. Teachers who had

made a deliberate choice to begin their teaching job, according to nine participants (six teachers, three headteachers), do not suffer psychologically. Teachers' stress in this phase is also associated with feelings of insecurity that the teachers have because of being 'on-contract', and changing schools yearly:

> the feeling of insecurity and ... workplace instability because of annual transfer.
> (Butterfly School, headteacher 3, male, Limassol)

Another source of stress in this career phase stems from their high commitment or over-commitment: 'they always follow the rules and are punctual and committed to their job' (Butterfly School, Sera, Limassol). Beginner-teachers' stress could also be attributed to their struggle to meet their safety needs:

> a young teacher has to get a loan to buy a house
> (Butterfly, Student 3, female, Limassol)

In the 4-10 career phase, teachers were reported by several students as enjoying good psychological health due to stabilisation. Stabilisation implies that teachers have a steady job that can provide them with financial security. Feelings of security can only reinforce teachers' motivation:

> Stability comes with permanence ... and stays.
> (Beetle School, student 1, female, Limassol).

> he wants to gain stability status to feel safe
> (Fly School, student 4, female, Paphos)

The family also contributes to the teachers' motivation. They usually get married in this phase: 'starting a family is a factor that might motivate them' (Bee School, student 5, male, Limassol).

Mid-career phase

Mid-career teachers' personal lives are often related to their 'struggle to balance work and life' in either a positive or negative way. Teachers are affected negatively if they are in the 'struggle' process, and they are affected positively if they have overcome the 'struggle' between their professional and personal lives:

> if the teacher has a calm personal and family life, he definitely has more things in store to do in the teaching job.
> (Bee School, headteacher 1, female, Limassol)

The implication of the above statement is that a balance between personal and professional life enhances teacher motivation. Failure to find that balance diminishes motivation:

> If his personal life is accompanied by personal problems, his productivity is reduced.
> (Bee School, headteacher 1, female, Limassol)

> if my professional life causes me to have continuous stress and problems, it will affect my behaviour at home.
> (Beetle School, Amelia, Limassol)

> if teachers do not manage to balance their professional life with their personal life, then their professional life suffers
> (Grasshopper School, student 5, male, Paphos)

Mid-career teachers who struggle to balance their personal and professional lives were reported by 14 participants (six teachers, two headteachers, six students) as having low levels of motivation. These teachers are struggling to balance the demands of their family role with those of their teaching role. Mid-career teachers who have found a balance between their personal and professional lives were reported (five teachers, two headteachers, three students) as being highly motivated to impart knowledge to their students:

> they have settled into their personal life ... and they start to become interested in imparting knowledge to students.
> (Butterfly School, student 3, female, Limassol)

When talking about teachers' struggle to balance work and life, participants discussed two themes: health and family. If health and family are positive motivators, they can lead teachers to experience a motivation peak in their mid-career phase.

Health

Health was perceived as having a positive influence on the motivation of mid-career teachers due to their age, which is described as 'young', and their feelings of psychological safety. Both age and psychological safety embody and reflect a high level of association between teachers' personal and professional lives.

Age

Age, which is a biographical issue, was perceived as being a determinant of mid-career teachers' good health which enables them to invest more energy in their job (two teachers): 'If a teacher is 40 years old ... he can work vigorously' said Adam (Grasshopper School, Paphos). As most of the teachers are appointed at the age of 30, mid-career teachers are usually between 40 and 50 years of age. At that age, teachers feel 'young' and still have the physical power that enables them to be active in their personal and professional lives. That physical power was reported as a sign of good health and as an outcome of a good biological development:

> They are so energetic at home and at work ... they enjoy good health
>
> (Bee School, headteacher 1, female, Limassol)

> our biological development gives us the energy to achieve a better quality in our personal and professional lives
>
> (Fly School, Nara, Paphos)

Mid-career teachers' age was also perceived as being a reason why mid-career teachers are capable of handling stressful situations in their personal life without feelings of nervousness which might affect their health. Their ability to deal with tensions calmly was attributed to the maturity that teachers have gained by the time they are forty and reach their mid-career phase:

> I now respond to tensions that occur in my personal life calmly.
> (Butterfly School, Yiasmine, Limassol)

> I am mature enough to know how to resolve conflicts with my family members.
> (Ant School, Paul, Paphos)

Mid-career teachers' ability to handle tensions that might occur in their personal life may prevent those tensions from affecting their health (two teachers, one headteacher, two students):

> Teachers between 40-50 do not allow their personal problems to affect their health or distract them from teaching.
> (Ant School, student 1, female, Paphos)

> I discuss a problem with the members of my family, and I secure my health
> (Bee School, Niovi, Limassol)

> They are calm and ... they do not allow personal conflicts to cause any psychosomatic illnesses to them.
> (Beetle School, headteacher 2, female, Limassol)

The age of mid-career teachers, which enables them to invest more energy in their personal life and to handle tensions more calmly, may contribute to the development of their psychological safety.

Psychological safety

Mid-career teachers were reported as enjoying psychological safety, which was attributed to their feelings of security due to family stability (three teachers):

> I have made a family ... family puts stability in my life and psychologically I feel calm.
>
> (Fly School, Nara, Paphos)

The feelings of psychological safety were also attributed to work stability (eight teachers) and feelings of confidence about their teaching (four teachers). These are professional factors but they indicate the interrelationship between personal and professional lives. Teachers are more knowledgeable about teaching and the school leadership in their mid-career phase:

> we have already been inside the 'things' for a long time, we are self-conscious, we are confident about what we are doing
>
> (Bee School, Niovi, Limassol)

> we feel more confident with our lesson and our teaching, and we have learned many things about the way the school operates
>
> (Butterfly School, Sera, Limassol)

Most of the teachers related their psychological safety to having been in a school in their hometown where they can work for eight years without having to go through any transfers:

> the teacher has ended up in a school where he can stay for many years ... he does not feel the fear of being transferred
>
> (Grasshopper School, Adam, Paphos)

The eight-year service policy is favoured by teachers because it provides them with enough time to get to know their students, colleagues, and headteachers, and to develop collaborative relationships with them:

> I know what I expect from each student. I know my colleagues; I know the headship of the school, and there is collaboration'
>
> (Butterfly School, Sera, Limassol)

Mid-career teachers' psychological safety generates feelings of 'wholeness' and a sense of altruism, translated as a need for 'offering' to the people who surround them in their work and life (six teachers):

> he feels whole as a person and seeks to offer more at home and at school
>
> (Butterfly School, Sera, Limassol)

> I have reached a better balance in my life, so I have a stronger desire to be offering more to others.
>
> (Butterfly School, Yiasmine, Limassol)

Positive emotions emanating from mid-career teachers' age and psychological safety enable them to be active in their personal and professional lives.

Family

Family was perceived as having either a positive or negative influence on mid-career teachers' motivation. Family is seen as a source of happiness that enhances teacher motivation or as a source of unhappiness that jeopardises teachers' motivation to teach or to communicate effectively:

> if someone is happy, he will teach better and he will have good relationships with others. If he leads a miserable life, he won't be able to do it.
>
> (Beetle School, student 5, male, Limassol)

Family was reported by seven participants (five teachers, two headteachers) as a factor that is powerful enough to enhance teacher motivation. The five teachers who described 'family' as a positive motivator reported themselves as being happy in their family life. They stated that they had found calmness in their family life and that their children had grown up, hence they could devote more time to their job:

> our children have grown up and we are calm
> (Fly School, Silva, Paphos)

> we have fashioned our personal life according to how we want it, so we are more devoted to teaching
> (Butterfly School, Sera, Limassol)

The implication of comments such as these, which may reflect the interrelationship between personal and professional life, is that the amount of family responsibilities might constitute a determinant to the teachers' level of motivation to teach and be active in their workplace.

The family could also become a positive influence on mid-career teachers' motivation if teacher-parents turn a negative family situation into a positive professional situation, provided that they listen to their own children for understanding and reflecting on their practices:

> the negative example of a teacher that the child takes home ... will act as a factor that would deter him/her from making the same mistake.
> (Grasshopper School, Adam, Paphos)

To explain this statement, Adam referred to examples of when his own children came home from school, complaining about their teachers' negative behaviour towards them. He said that he used his children's complaints for self-assessment and he tried his best to avoid behaving before students in ways that hurt them.

Fifteen participants (six teachers, two headteachers, seven students) reported that the family was as a factor that demotivates teachers. Teachers' demotivation on account of family was attributed to the family responsibilities that distract them from teaching:

> a member of his family has problematic family relationships, these inevitably reflect in his professional life.
> (Bee School, headteacher 1, female, Limassol)

> Teachers have many responsibilities towards their parents
> (Fly School, student 6, female, Paphos)

> We have to look after the children, the house on a day-to-day basis
> (Ant School, Mina, Paphos)

The six teachers who described 'family' as a demotivator reported themselves as having problems in their family in terms of responsibilities towards their spouse and children, which take up most of their time. Family problems and responsibilities prevented them from getting fully prepared for their job:

> if I have serious problems at home, I struggle to ensure that these problems do not influence my professional life.
> (Beetle School, Amelia, Limassol)

Family responsibilities might inhibit mid-career teachers' 'expected trajectories for promotion' due to the possibility of transfers:

> teachers who have all the abilities ... have few transfer points, which means they may have to go to a faraway place ... which their family's state might not allow them to.
> (Ant School, Mina, Paphos)

Some participants (four teachers, one headteacher) mentioned the headteacher's role in the teachers' personal and professional life. They stated that when the headteacher shows support and understanding towards the teachers' personal problems, s/he enables them to sustain their motivation:

> when I had a family problem, the headteacher was supportive to me and I will remember this until I retire
> (Ant School, Paul, Paphos)

What a headteacher says to a teacher who confesses a personal problem may well constitute a sign of support:

> "Your family first and then your work"
> (Ant School, headteacher 5, female, Paphos)

Several participants (six teachers, five headteachers, 15 students) stated that job distractions derived from personal life could only be resolved if teachers managed to balance work and life:

> motivation and enthusiasm, when they are accompanied with the balance of personal and professional life, are probably greater and more obvious.
> (Fly School, Silva, Paphos)

> personal problems impact negatively on teachers' work ... teachers have to maintain a balance between work and life
> (Bee School, headteacher 1, female, Limassol)

> if teachers do not manage to balance their professional life with their personal life, then their professional life ... is led to the wrong direction and they are then found on a wrong route.
> (Grasshopper School, student 5, male, Paphos)

If teachers do not manage to balance work and life, they might not be able to take 'additional school responsibilities' because family responsibilities may exercise pressure on mid-career teachers:

> in a school trip ... it is difficult to find teachers who are willing to escort students
> (Grasshopper School, student 1, female, Paphos)

> these teachers' afternoon is ... full of responsibilities because their children have a lot of studying to do, and they have to take their children to extra lessons.
> (Ant School, Paul, Paphos)

Pertaining to a sense of balance, mid-career teachers' personal lives can contribute to an increase in their motivation if they can achieve a balance between work and life. Failure to balance work and life has the potential to spoil a teacher's career and turn teacher motivation into stagnation.

Late-career phase

In the 21-27 career phase, health and family seem to have an adverse impact on teachers. Health problems and family responsibilities tend to reduce motivation:

> after 20 years of teaching experience, tiredness is inevitable
> (Grasshopper School, student 5, male, Paphos)

> Some teachers have children who are students at university and who share their difficulties and problems; some of these teachers have grandchildren.
> (Ant School, Paul, Paphos)

Teachers with 21-27 years of teaching experience are related to the 'holding on but losing motivation' factor in this phase; yet, headteacher 3 (Butterfly, male, Limassol) experienced a motivation peak during this phase when promoted to headship:

> motivated teachers have new challenges in the fourth phase. They have new things to deal with and their motivation does not wane.

In the 28-30 career phase, teachers were associated with two different characteristics related to personal life. First, there are teachers whose health is affected by age and family responsibilities, and these teachers tend to be 'tired', 'static'. Their 'strengths are limited', and they are 'looking to retire' (eight teachers, two headteachers, 20 students):

> They get in and out of the classroom ... these are the years in which teachers do the least.
> (Bee School, Niovi, Limassol)

> I have some health problems and as a result I lose my enthusiasm.
> (Ant School, headteacher 5, female, Paphos)

> at the age of 55-60, teachers might suffer from a lack of energy and activity
> (Grasshopper School, student 6, male, Paphos)

Second, there are teachers who have sustained their motivation throughout all of their professional phases (four teachers, four headteachers, nine students):

> they have the same enthusiasm and thirst to make students learn as they had on their first day at school
> (Butterfly School, student 5, female, Limassol)

> even if you are about to leave ... you do everything as you've done in the past without reducing your speed.
> (Butterfly School, headteacher 3, Limassol)

> teachers who are about to retire but who sustained high levels of energy over the span of their career
> (Grasshopper School, Sally, Paphos)

These teachers' high motivation could stem from having reached a balance between work and life. It could also result from advancement, from being diachronically motivated, or from experience.

In conclusion, the interrelationship between teachers' personal and professional lives requires a sense of balance, which presupposes a sense of struggle. Mid-career teachers who are in the process of struggle seem to be demotivated. Those who succeeded in overcoming that struggle appeared to be motivated to impart knowledge to students. The good health that comes with age and psychological safety contributes to high teacher motivation. Mid-career teachers' motivation is also influenced by their family. Happy teachers tend to be motivated, whereas unhappy teachers with family problems and/or responsibilities are at risk of being demotivated and distracted from their teaching. What may resolve such teacher demotivation and distraction is a work-life balance, which can be facilitated by school leadership support.

6.4 EXPERIENCE

Experience was reported as a moderator that enables mid-career teachers to reach a motivation peak:

> what makes teachers' motivation reach the top is that they have had many experiences
>
> (Beetle School, Amelia, Limassol)

When moving from a mid-career to a late-career phase, even though experience has increased, teacher motivation was perceived as either falling or rising.

Early-career phase

Phrases or words like 'lack of experience' and 'inexperience' were assigned to teachers in the 0-3 phase because beginner-teachers usually have problems in the classroom.

> the youngest in teaching experience ... tend to have the most problems because of inexperience ... problems decrease their motivation to teach.
>
> (Grasshopper School, headteacher 6, male, Paphos)

Inexperienced teachers need the school leadership's support as a way to sustain their high commitment, increase their motivation, and strengthen their love for the job (eight teachers, three headteachers):

> if at the first tripping over ... teachers do not have the school leadership's support, their high levels of commitment and energisation may take a tumble, and they might eventually decide to give up
>
> (Bee School, Niovi, Limassol)

Those teachers were perceived as having low levels of motivation, attributed to feelings of uncertainty and fear of teaching due to a lack of experience:

> Fear dominates young teachers because they have not taught in public schools before ... fear of teaching decreases their motivation.
>
> (Butterfly School, student 1, male, Limassol)

Beginner-teachers were reported by six students as using traditional teaching methods such as being ‘strict’ or even ‘shouting’ at times, and they were associated with the inability to acquire discipline on the part of students.

In career phase 4-10, factors such as a ‘strong sense of efficacy, effectiveness’ and ‘search for new challenges’ are likely to derive from these teachers’ sense of experience according to 22 out of 56 participants (seven teachers, four headteachers, 11 students):

> after the fifth year, I felt that I was more motivated because I had experience. I tried new methods of teaching.
> (Ant School, Mina, Paphos)

‘Sustained engagement’ in school activities was associated with early-career teachers’ experience and motivation by three headteachers. Teaching experience was also perceived as a mediator of ‘heavy workload’ in this phase:

> a teacher has six years of teaching experience ... and he does organise things at the expense of his own time.
> (Butterfly School, headteacher 3, male, Limassol)

> he can cope with workload because he gains experience, knowledge and skills
> (Bee School, headteacher 1, female, Limassol)

Mid-career phase

Experience was reported as a moderator in the mid-career phase by over half of the participants (32 out of 56 = 12 teachers, five headteachers, 15 students) and it was linked by most of them to having reached a motivation peak:

> they are motivated highly in the third phase because they have experience in teaching.
> (Grasshopper School, student 2, female, Paphos)

> The length of experience acts as a motivator
> (Grasshopper School, headteacher 6, male, Paphos)

Experience in the mid-career phase was associated with increased teacher efficacy, staff collegiality, and student rapport:

> We obtain a high sense of teacher efficacy as commitment to our work grows and as we gain more experience with teaching.
> (Ant School, Paul, Paphos)

In terms of establishing a rapport with students, experience acts as a tool that enables teachers to better communicate with their students.

Stemming from experience, increased teacher efficacy, staff collegiality, and student rapport are key to teacher motivation.

Increased teacher efficacy

Increased teacher efficacy due to experience was reported as a key characteristic of mid-career teachers by almost half of the participants (24 out of 56 = 11 teachers, five headteachers, eight students). The increase in mid-career teacher efficacy was attributed to three aspects that were developed through teaching experience: feelings of confidence; the ability to transfer knowledge effectively; and the desire to take additional responsibilities.

Confidence

Feelings of confidence resulting from experience were reported by half of the teachers and headteachers (six teachers, three headteachers):

> Moving along our route, we could sense that we were stepping onto steady ground.
> (Grasshopper School, Adam, Paphos)

> They are confident that they can teach effectively
> (Beetle School, headteacher 2, female, Limassol)

Increased teacher efficacy exhibiting more self-confidence was linked to experienced teachers' right to choose their subjects to teach (one headteacher):

> it was the lesson that I liked to teach that motivated me highly ... then I had some years of experience
> (Ant School, headteacher 5, female, Paphos)

The right to choose what to teach is a strong satisfier; however, some mid-career teachers might not be able to choose a subject to teach since this is determined by the length of experience. The question is whether experienced teachers are more effective than others. Perhaps the headteacher's choice of certain teachers to teach specific classes or subjects, which shows trust (as discussed earlier; p. 175), is based on this question.

Mid-career teachers' feelings of confidence were also reported as an outcome of being a permanent teacher for many years in a particular workplace, and this finding applies to policy (four teachers, ten students):

> they have some experience, they have gained self-confidence and a sense of permanence in their job.
> (Beetle School, student 4, female, Limassol)

> he knows that he can stay at this school for at least eight years
> (Butterfly School, Sera, Limassol)

> I was confident that I have learned a lot of things about my students
> (Grasshopper School, Sally, Limassol)

The implication of the above statement is that teachers' entitlement to an eight-year stay in one school enables them to get to know their students, as well as their students' talents and inclinations better.

Knowledge transfer

Some students and a few teachers linked mid-career teachers' experience and efficacy to the effective transfer of knowledge. Students stated that they learn much in experienced teachers' classrooms:

> you have experience and you know what you are doing, you are effective.
>
> (Fly School, Silva, Paphos)

> they have the experience of giving the appropriate lesson
>
> (Butterfly School, student 2, female, Limassol)

> they have some experience and ... use their own ideas to teach and make children learn
>
> (Beetle School, student 5, male, Limassol)

Effective knowledge transfer was attributed to experienced teachers' ability to diversify their teaching methods. Motivated, experienced teachers who diversify their teaching methods were reported by 24 students and two headteachers as being effective in transferring knowledge:

> they look for the best and most effective roads
>
> (Bee School, headteacher 1, female, Limassol)

> they are effective in transferring knowledge and delivering the curriculum, and students learn from them
>
> (Grasshopper School, student 2, female, Paphos)

> they can transfer their knowledge to students in a successful way.
>
> (Butterfly School, student 1, male Limassol)

The teaching methods most frequently mentioned by students as being used by motivated teachers included technology, and discussion:

> through the teacher's use of technology, students show more interest in the lesson.
>
> (Bee School, student 1, male, Limassol)

> through discussion, the lesson is conveyed more easily.
>
> (Fly School, student 2, male, Limassol)

Motivated and experienced teachers were also reported as using open-ended questions, up-to-date information, group work and problem solving to motivate students to learn:

> They ask open-ended questions and allow students to express their views.
>
> (Fly School, student 6, female, Paphos)

> they update their knowledge to keep up at the same pace with the youth.
>
> (Butterfly School, student 7, female, Limassol)

> Through collaborative group work, all students participate in the lesson.
>
> (Fly School, student 2, male, Paphos)

> through problem solving, the lesson is presented more easily
>
> (Butterfly School, student 2, female, Limassol)

Since they are effective in transferring knowledge through a diversification of methods, mid-career teachers seem to be busy all the time. Diversification of methods and daily lesson preparation constitute the teachers' daily workload, owing to what motivated teachers were characterised as being 'isolated' (four teachers):

> time is limited since we have so many periods to teach
>
> (Ant School, Paul, Paphos)

> motivated teachers work on their own
>
> (Butterfly School, Yiasmine, Limassol)

> these teachers might be isolated for many hours without participating in the discussions that take place in the staffroom.
>
> (Butterfly School, Sera, Limassol)

Although motivated teachers are perceived as antisocial or as suffering from workload and time pressures, they still take on additional school responsibilities.

Additional responsibilities

In the mid-career phase, teachers feel confident enough to take on other responsibilities. Having stated that experience provides them with confidence to take on 'additional school responsibilities', mid-career teachers referred to their participation in or organisation of school activities and projects which are achieved through teachers' collegiality:

> without experience, they cannot take the responsibility to do projects and achieve success
>
> (Beetle School, Amelia, Limassol)

> It is reasonable for the headteacher of a school to be dependent on people who have experience to help out or to take further responsibilities
>
> (Bee School, Niovi, Limassol)

Motivated teachers either volunteer to engage in activities, or they are assigned responsibilities by the headteacher. Most teachers (nine out of 12) stated that they had 'additional school responsibilities' such as the school programme, the school magazine, organisation of exhibitions, and UNESCO. Such school responsibilities were reported as enabling teachers to achieve more maturity and wholeness, but this also helped them develop more collegial relationships with their colleagues.

Staff collegiality

A few mid-career teachers and headteachers stated that experience had helped them develop collegial relationships with their colleagues and they expressed their delight over this:

> We find people ... whose work and experience we acknowledge and we cooperate with them in order to be able to do more things for the school.
>
> (Bee School, Tiffany, Limassol)

> Wherever there is movement of ideas ... sharing of thoughts and views with other people, there is definitely a lot of school improvement.
>
> (Beetle School, headteacher 2, female, Limassol)

Collegiality enables teachers to improve their teaching 'selves' through informal professional development, which promotes the exchange of ideas, practices, and experiences. This practice is especially beneficial if teachers exchange ideas with those among them that are more experienced. The successful participation in school activities was attributed by all data sets to collaboration, communication, and shared views among teachers:

> they collaborate with other colleagues to carry out an activity, and .... communicate with colleagues and exchange ideas and practices.
>
> (Bee School, Tiffany, Limassol)

> You certainly achieve better results if you cooperate.
>
> (Bee School, Niovi, Limassol)

> in the organisation of school events and activities, we can see a lot of teachers showing interest and who are engaged in these events, and they cooperate.
>
> (Bee School, student 7, female, Limassol)

> Responsibilities for the organisation of activities are vested equally among teachers and activities are successful.
>
> (Beetle School, headteacher 2, female, Limassol)

Teachers' collaboration, developed through teachers' collegiality was reported as 'collective intelligence', which makes teachers feel like they are part of a team. Collective intelligence exhibited in the organisation of school activities was reported as promoting creativity based on each teacher's subject and the development of interpersonal relationships among teachers:

> a team of collaboration ... you do not feel that you are alone. If you are alone, you might decide not to do anything
> (Bee School, Niovi, Limassol)

> collaboration between a music teacher, a philologist and a computer teacher ... the outcome is success
> (Ant School, student 5, female, Paphos)

> teamwork contributes to the increase of productivity and friendship
> (Bee School, headteacher 1, female, Limassol)

According to nine teachers, teacher collegiality contributes to a warm school and staffroom climate, and can help teachers find solutions to problems:

> there is colleagueship, help and support
> (Beetle School, Amelia, Limassol)

> [you] talk about these problems with them and see how you can solve these problems.
> (Bee School, Tiffany, Limassol)

Teachers' relationships, however, were mostly perceived as 'non-harmonic', and this was reported as a threat to teacher motivation and school improvement by all teachers and headteachers. That threat, which relates to conflicts, can be resolved through avoidance:

> the teacher has to avoid taking part in conflicts and in gossips that hurt and poison relationships.
> (Grasshopper School, Adam, Paphos)

In avoiding being involved in conflicts, teachers can promote collegiality between them and build a strong rapport with students.

Rapport with students

Some teachers and students thought that experience has made teachers understand the importance of developing a rapport with students:

> gaining more experience ... I focus on building relationships and communication with students
>
> (Butterfly School, Yiasmine, Limassol)

> He has the experience, he knows how to cooperate with students and he can communicate better with them.
>
> (Butterfly School, student 5, male, Paphos)

Facilitated by mid-career teachers' 'increased efficacy' in this phase, their broad experience enables teachers to understand that students do not learn unless there is good communication between them (five teachers, 12 students). Such understanding enables teachers to manage their time in a way that allows them to teach and build relationships with their students. Such practices can start from the classroom and extend to break time:

> we have a need to develop human relationships because now we can manage our professional time better.
>
> (Butterfly School, Yiasmine, Limassol)

> he has no problem with sacrificing time ... to discuss a problem with his student
>
> (Bee School, student 7, female, Limassol)

> they keep in contact with their students and help them in their free time.
>
> (Beetle School, Serena, Limassol)

Devoting time to their students for communication, whether inside or outside the classroom, was said to be a practice that promotes altruism:

> we are influencing students' thinking and actions so as to want to be decent, honest and the right kind of people when they become adults
>
> (Grasshopper School, Adam, Paphos)

The building of student rapport was attributed to experience, which enables teachers to gain wisdom and to prepare lessons more easily (two teachers):

> the teacher manages his relationships with more wisdom.
> (Butterfly School, Yiasmine, Limassol)

> Work is done easily; I can easily correct a composition now
> (Ant School, Paul, Paphos)

It is worthwhile stating that experienced mid-career teachers were perceived by three headteachers as leaders, and that mid-career teachers in my study seek out formal and informal professional development:

> good motivated teachers become good leaders
> (Bee School, headteacher 1, female, Limassol)

> They lead students
> (Ant School, headteacher 5, Paphos)

> Motivated teachers need professional development for their object and for pedagogy.
> (Beetle School, headteacher 2, female, Limassol)

Late-career phase

Experience enables teachers in the 21-27 career phase to sustain their motivation (ten teachers, 14 students). In this phase, some teachers hold leadership roles, which help sustain their motivation level through the challenges inherent to their roles, whereas others' expectations of advancement tend to sustain theirs:

> Promotion enables some assistant headteachers to maintain their enthusiasm for teaching.
> (Fly School, student 5, female, Paphos)

> There is always ground for advancement for each of us and we can always reach further levels of motivation.
> (Butterfly School, Yiasmine, Limassol)

On the other hand, there are assistant headteachers and teachers in this phase who have lost their sense of motivation according to 16 participants (seven teachers, nine students). Experience does not seem to enable these teachers to develop staff collegiality or establish a rapport with their students:

> a 55 year-old teacher has difficulty in understanding the youth.
> (Bee School, Tiffany, Limassol)

> teachers with years of experience demand some respect from students ... they react in a dictatorial way
> (Fly School, student 5, male, Paphos)

According to 16 participants (six teachers, three headteachers, seven students), in career phase 28-30, there are assistant headteachers and headteachers with increased confidence. Their sense of confidence is probably a result of 'promotion' and 'further expected trajectories' combined with experience:

> If you become a headteacher, for example, do you stop being motivated? ... It is when you leave school that your motivation, your enthusiasm to work stops.
> (Grasshopper School, Sally, Paphos)

There are late-career teachers, assistant headteachers, and headteachers with 'declining motivation', who appear 'tired and trapped', and/or who are 'looking to retire' (three teachers, one headteacher, seven students).

> in the 28-30 career phase, a teacher starts to feel relaxed.
> (Bee School, headteacher 1, female, Limassol)

> it probably gets tiring for the teacher to repeat the same things
> (Fly School, student 2, male, Paphos)

> some assistant headteachers are inactive and look forward to retirement.
> (Butterfly School, Sera, Limassol)

To conclude, teaching experience can lead mid-career teachers towards a motivation peak because it enables them to develop a high sense of efficacy, collegiality with colleagues, and rapport with students. Teacher efficacy enables mid-career teachers to develop feelings of confidence, transfer knowledge effectively, and take additional responsibilities. Collegiality can be built through the exchange of experiences among teachers and collaboration in activities. Teachers' rapport with students promotes teacher-student communication, which ultimately motivates students to learn.

6.5 CONCLUSION

In this chapter, I have described and analysed the 'moderators', which refer to strong influential factors that impact on mid-career teachers. Derived from my empirical data, these 'moderators' (recognition, inspection for evaluation, personal life, experience) are presented in accordance with factors that emerged from the existing literature and policies across the career phases (Appendix 1). In adding the 'moderators', I was then able to construct a diagram (6.3), which can be seen on the following page; this diagram displays all three perspectives.

Diagram 6.3: Teachers' professional career phases in the public sector and the factors that influence teachers.

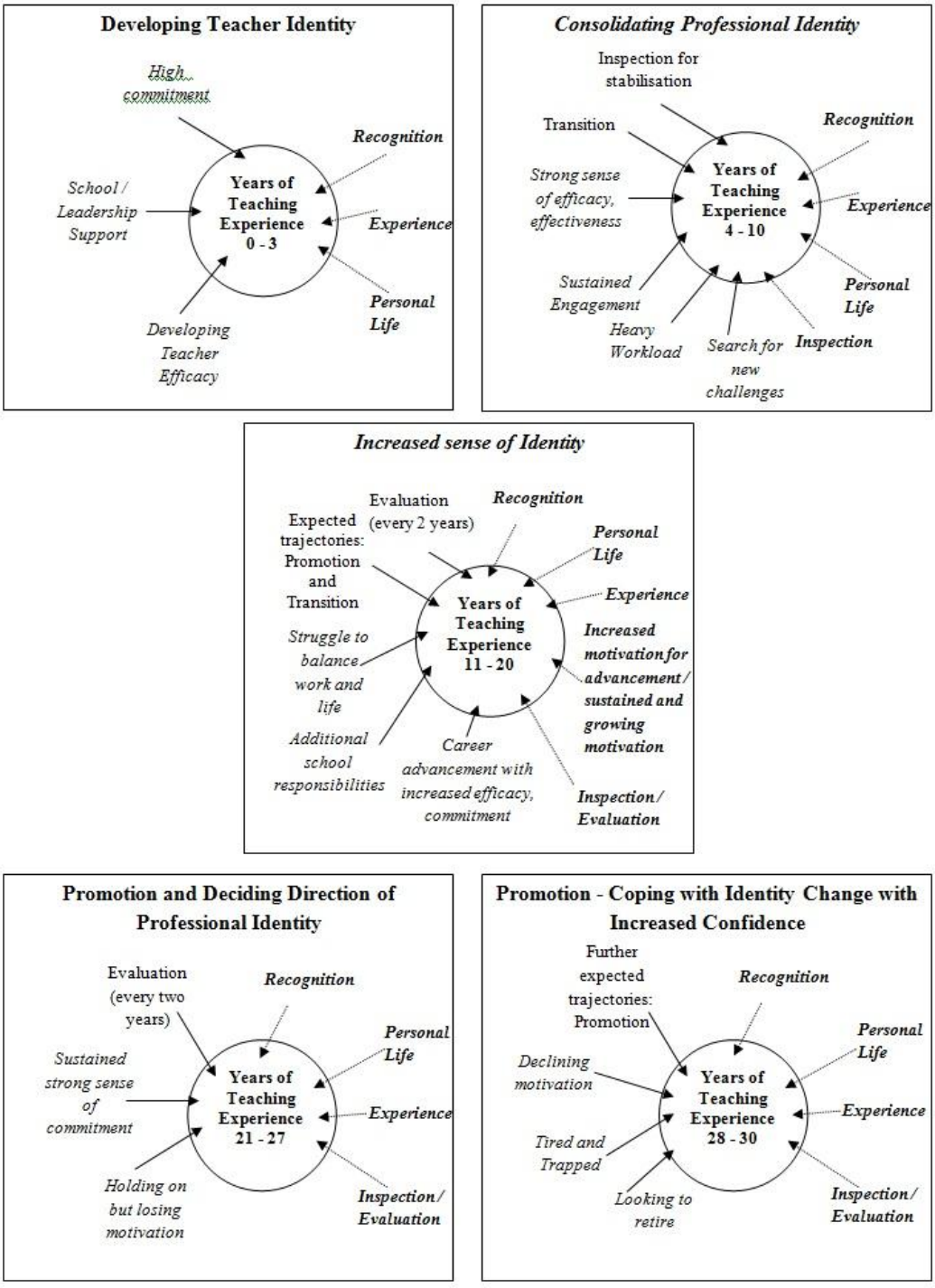

Diagram (6.3) illustrates the professional career phases that secondary school teachers go through in the Cypriot public sector and the factors that influence teachers in each phase. The professional career phases refer to the number of years of being a teacher. The factors that have been derived from three sources of evidence include: 1) the literature (italics); 2) the policy (normal); and 3) the empirical data (bold italics). The factors originating from the literature are the ones that were found to influence teachers in the VITAE work by Day et al. (2007). These factors, which constitute the characteristics of secondary school teachers in Cyprus, were allowed to interact with the factors emanating from the educational policy and those resulting from the empirical data (‘moderators’). These enhance teachers’ motivation differently in each career phase. The interaction of the three sources of evidence serves to shape teachers’ identity; this is why the title of each phase refers to the teachers’ identity.

Career phase 0-3: Teachers normally enter the job with a high level of commitment and a developing sense of efficacy. They need the support of the school leadership in order to sustain that high commitment and turn developing efficacy, which is partly a result of their contract status and annual transfers, into a more developed sense of efficacy. The moderator ‘recognition’ can be achieved through the leadership support in the school. The low levels of beginner-teachers’ experiences contributes to their developing sense of efficacy; the same can be said for personal life, which may include unfulfilled safety needs.

Career phase 4-10: Teachers are on probation and suffer from the prospect of transfers. They have a strong sense of efficacy because they are looking forward to stabilisation. These teachers' sustained engagement, heavy workload, and search for new challenges are attributed to their expected trajectories for stabilisation, which is granted via inspection. Recognition, growing experience, and personal life all contribute to these teachers' strong sense of efficacy, sustained engagement, and ability to search for new challenges.

Career phase 11-20: Teachers have stability status and are now being inspected for evaluation, which allows expected trajectories for promotion and transition. Teachers are looking to advance with increased efficacy and commitment. Expected trajectories for promotion serve to divide mid-career teachers into subgroup (a), which refers to mid-career teachers with increased motivation for advancement, and subgroup (b), which refers to mid-career teachers with sustained and growing motivation. Mid-career teachers' personal lives enhance their motivation if they overcome the struggle to balance work and life, and experience prompts them to take on additional responsibilities. Recognition from headteachers, colleagues, students, and parents strengthens mid-career teachers' motivation.

Career phase 21-27: There are teachers who are promoted to assistant headteachers and teachers with expected trajectories for promotion who look to inspection for evaluation. Promotion or high expectations for promotion serve to sustain these teachers' strong sense of commitment, whereas low expectation for promotion contributes to their holding on but losing motivation. Recognition

might result from these teachers' sustained sense of commitment and from holding on, which could halt a declining level of motivation. A personal life riddled with health problems and family responsibilities may lead to a decline in motivation, whereas experience enables teachers to sustain motivation and keep holding on.

Career phase 28-30: There are teachers with leadership roles that have further expected trajectories for advancement and who anticipate being inspected for evaluation. There are also teachers, assistant headteachers, or headteachers with no (further) expectations because they are tired and trapped, and are looking to retire, albeit with declining motivation. Being affected by age and responsibilities, health and family, which are typical features of these teachers' personal lives, somehow contribute to their declining motivation and expectation of an imminent retirement. Recognition and experience can serve as deterrents to these teachers' declining motivation and feelings of being tired and trapped.

KEY MESSAGES

Message 1: Teachers working in the educational context of Cyprus may be grouped into one of five phases, which are included in the early, mid-, and late professional career phases. Each career phase has similar influences on teacher motivation, although these influences may interact at different times and in different contexts.

Message 2: There are 'moderators' that influence teachers' motivation across all phases: 1) educational policies: inspection, evaluation, transition; 2) expected trajectories: promotion; 3) intrinsic needs: recognition, efficacy, identity; 4) situational factors: experience, leadership, workload, engagement, responsibilities, challenges; and 5) personal responsibilities/problems.

Message 3: Recognising the interactions between mid-career teachers' 'moderators' (recognition, inspection for evaluation, personal life, experience) and 'needs motivators' (satisfaction, collaboration, fairness, decision making) would be of great significance towards understanding how mid-career teachers sustain or enhance their level of motivation.

CHAPTER 7: DISCUSSION

7.0 INTRODUCTION

The aim of this study was to identify the factors that motivate mid-career teachers to be active in their work at a secondary school level, and to examine the implications of the findings for motivational leadership practices. In this thesis, mid-career teacher motivation was explored using a qualitative survey approach.

This chapter discusses the research findings presented in chapters 5 and 6 in the light of the pertinent literature, and identifies any further conclusions with implications for leadership practices. In this way, I hope to demonstrate how the findings of my research contribute to the body of existing literature. The knowledge of factors that influence the motivation of mid-career teachers and thus encourage a more active participation in the work of schools is expected to make a contribution to policymaking.

7.1 SUBSTANTIVE FINDINGS: RESPONSE TO RESEARCH QUESTIONS

Research Question 1: How do mid-career teachers, headteachers, and students interpret teacher motivation?

The analysis of the data on teacher motivation essentially presents motivation as an individualistic phenomenon (Evans, 1998). Several students attributed the individual nature of motivation to the teacher's character and needs:

> motivation has to do with the character, the person
> (Ant School, student 2, female, Paphos)

> motivation is more personal and relates to each person's desires
> (Beetle School, student 2, female, Limassol)

Motivation relates to the individual teacher who seeks fulfilment of his/her needs. In its multiple forms (e.g. force, motive, stimulus, reason, process, desire, direction), motivation leads the teacher towards two ends: engagement in activity and achievement of goals. These ends are means towards the fulfilment of the teacher's needs. The needs that emerged from the 'essence' of participants' interpretations of motivation are advancement and achievement, both of which have been identified by Herzberg (1968) as factors that lead to job satisfaction. Even though all participant groups relate motivation to the teachers' needs, the apparent disparity in their interpretations reflects how different positioning within the school system affects perceptions of teacher motivation.

Teachers interpret motivation as a force that energises and sustains behaviour towards the fulfilment of needs such as creativity, job effectiveness (Harms and Knobloch, 2005), collaboration (Pashiardis, 2000), and contribution to the development of society (Zembylas and Papanastasiou, 2006). This interpretation

of motivation corroborates Maslow's (1954) theory of motivation, which is premised on the idea that needs constitute sources of motivation. When determined by a desire to fulfil needs, work-related behaviour has multiple rather than single determinants. For example, a teacher who is motivated to satisfy his/her need for job-effectiveness develops activities in the classroom that allow him/her to impart knowledge to students effectively and to develop personal contact with them. Underpinning the need to impart knowledge to and develop contact with students is the teacher's need for achievement, which can be recognised by those standing in higher ranks and ultimately contribute to the fulfilment of the teacher's need for advancement. The interrelationship between the needs that uphold motivation indicates that motivation is a multidimensional concept.

As a means towards the fulfilment of needs, motivation is interpreted by teachers as a stimulus that moves a teacher to engage in a particular activity rather than enabling them to fall into apathy. This definition corroborates Evans's (1998) definition of motivation as a condition that determines 'the extent to which individuals feel inclined towards activity' (p. 34). According to the participant teachers, a factor that determines the degree of inclination towards activity is the teachers' work environment:

> The workplace is the first important factor that motivates teachers.
> (Bee School, Tiffany, Limassol)

Acting as a determinant of activity, a teacher's work environment correlates with Evans's (2001) construct of what influences job-related attitudes: 'the extent to which these contexts are acceptable to individuals, on the basis of the degree of congruence between their own values and ideologies and those that shape the

work context' (p. 300). Consistency between the philosophies underpinning teachers' behaviour and the philosophies guiding the school's leadership can promote the renewal of teachers themselves, for teachers also interpreted motivation as a process towards the renewal of the 'teacher-self', which can be attained through teachers' attempts to diversify their methods.

Headteachers see motivation as a way towards advancement (Harms and Knobloch, 2005). Professional advancement is achieved when teachers are promoted to higher positions, and personal advancement is attained when teachers reach self-actualization, which is interpreted as an amalgam of fulfilled needs:

> to reach the maximum of their abilities, to reach communication with children, to gain professional development … to leave the school happily.
>
> (Beetle School, headteacher 2, female, Limassol)

The interpretation of teacher motivation as a means towards self-actualization corroborates Maslow's (1954) definition of self-actualization as a 'desire to become more and more of what one is' (p. 22), as well as students' interpretation of motivation as a reason for engaging in activity aimed at the improvement of the teacher (Pintrich, 2000; Robertson and Murrihy, 2006). According to students, teachers can improve their performance if they participate in activities that allow them to be creative and if they diversify their teaching methods.

Both students and teachers agree that teacher motivation is made explicit and apparent through teachers' commitment to and enthusiasm for the job. All participant groups interpret motivation as a direction towards the achievement of goals (Hanson, 2003). Goals serve as means towards achievement and deterrents to apathy. Teachers, headteachers, and students agree that motivation is either

derived from within a teacher and is thus internal, or it could stem from outside a teacher and is thus external. Their views corroborate the definitions of internal and external motivation by Ryan and Deci (2000b):

> The issue of whether people stand behind a behavior out of their interests and values, or do it for reasons external to the self.
>
> (p. 69)

The terms 'internal' and 'external' refer to the source of motivation. According to some of the research subjects, motivation derived from love of teaching is internal, whereas motivation emanating from a bonus is external. According to Ryan and Deci (2000b), internally motivated people have such fascination that can only be made explicit through improved performance and creativity.

Research Question 2: What characteristics do mid-career teachers, headteachers, and students associate with a 'motivated teacher'?

Mid-career teachers, headteachers, and students associate a 'motivated teacher' with hard work. A motivated teacher's hard work implies factors such as commitment, enthusiasm, energy, and time that are invested in the preparation of their lessons. Motivated teachers are considered by fellow teachers as workaholics and work-maniacs, because they put so much effort into diversifying their methods, so as to meet the learning needs of 21st century students. To achieve such diversification of their teaching methods, motivated teachers seek growth through learning, and they update their lessons by relating their content to current events and issues, as well as through the use of technology. Students voiced their acknowledgment of motivated teachers' hard work in the preparation of lessons. Students perceive hard-working teachers (who diversify their methods and relate the lesson content to reality, use technology, and student-centred

approaches) as highly effective in the business of imparting knowledge to them. Students related motivated teachers' hard work to those teachers' commitment to all students, especially the weaker ones. Teachers linked such levels of commitment to stress, which seems to escalate due to motivated teachers' high sense of commitment to and responsibility for the job, and this is in addition to the anxiety that is inherent to their need to achieve goals.

Headteachers spoke of motivated teachers' hard work as exhibited in extracurricular, nonteaching activities (Dannetta, 2002) and related it to teachers who volunteer, so as to contribute to school improvement. They also attributed volunteering to motivated teachers' desire to improve their self-image and to provide students with opportunities for various experiences. Headteachers and students both expressed appreciation for motivated teachers' engagement in activities. Students also reported seeing teachers taking the initiative to organise extracurricular activities, which helps students see the teachers as role-models.

Several comments, derived from all participant groups, indicate that there are only a few motivated teachers in each of the six participating schools. The small number of motivated teachers in each secondary school exudes a sense of creativity, high self-efficacy, and intellectual curiosity, which all serve to distinguish these teachers from the rest, and are regarded as extended professionals from the eyes of other teachers, headteachers, and students. What reinforces such extended professionality is these teachers' communication skills, which allow them to display their love of students and enables them to develop interpersonal relationships with them. I have borrowed the term 'extended

professionals' from Evans (1998), but it is originally derived from Hoyle (1975). I address the motivated teacher as an 'extended professional' because the characteristics of a 'motivated teacher' in my study present him/her as an educator who manifests 'a high level of professionalism through loyalty to the school ... and a commitment to serve pupils' needs' (Evans, 1998, p. 75):

> the right professionals
> (Bee School, Niovi, Limassol)

> the most appropriate professionals in any workplace
> (Bee School, headteacher 1, female, Limassol)

> Motivated teachers are professionals because they impart knowledge more effectively than the other teachers.
> (Butterfly School, student 3, female, Limassol)

Professionality refers to the teachers' codes of thinking, and to the knowledge, abilities, and processes which they use in their teaching performance. Extended professionality is professionality that is dominated by a wide classroom-based perspective which focuses on pedagogy, and allows teachers to feature qualities and follow practices that exceed the norm (Evans, 1998; Hoyle, 1975).

Research Question 3: What are the needs identified as strong motivators for mid-career teachers?

Four needs are identified as strong motivators for mid-career teachers: satisfaction, collaboration, fairness, and decision making. These encompass dimensions that also constitute motivators (discussed in Chapter 5).

Satisfaction

Defined by three teachers as ‘peace inside them’, satisfaction seems to be a ‘substance’ that relies on students’ achievements, teachers’ achievements, work conditions, and school organisation. Students’ success in exams and activities constitutes factors that influence a teacher’s level of satisfaction because teachers see students’ success as confirmation of their own sense of self-efficacy (Bandura, 1982; Ghaith and Shaaban, 1999). Related to satisfaction, students’ achievements relate to teachers’ efficacy, and this is in agreement with Ghaith and Shaaban’s (1999) finding that ‘efficacy may increase among teachers in schools where students make satisfactory academic gains’ (p. 489). Teachers perceive students’ success in exams as an indicator of the teachers’ ability to transfer knowledge to the students effectively, which can also boost the teachers’ own sense of achievement, for teachers tend to take their students’ success personally. Two other factors, mentioned by teachers as influential to their satisfaction, are work conditions and school organisation. Work conditions were specified as technologically equipped classrooms that facilitate the use of diversified methods by teachers, and technologically equipped spaces that attract students’ attention towards school activities. School organisation was related to the headship’s responsibility for maintaining student discipline, and for informing the staff about happenings at school.

Headteachers see students’ success as an indicator of teachers’ effectiveness, and a boost to teachers’ perceived positive self-image. What headteachers consider to be an important source of teacher satisfaction is the teachers’ success in extracurricular activities (Dannetta, 2002). Such consideration reflects the high

value that headteachers place on activities reported to both rely on and shape school culture. Students consider the marks they get on exams as quantifiable indicators of the teachers' effectiveness, and they see the weak students' progress as an outcome of the teachers' effectiveness. The teachers' perceived effectiveness enhances their own levels of satisfaction. Students, like their teachers, see classrooms equipped with technological resources (e.g. interactive boards, computers) as teachers' satisfiers. What students also see as a teacher's satisfier is a pleasant physical school environment (Pashiardis, 2000).

Collaboration

The need for collaboration incorporates the teachers' wish to establish and maintain good interpersonal relationships with their colleagues and students, and this reflects the teachers' need for relationships with peers (Herzberg, 1968) and for affiliation (McClelland, 1961). My participant teachers perceive interpersonal relationships with colleagues as determinants of their desire to go to school in the morning, and to engage in activities. Such perceptions reflect the affective nature of collaboration. Seen as regulators of mood, feelings, and attitudes, interpersonal relationships encompass a power that either motivates or isolates teachers. It is the motivational power of relationships that teachers need, for such power is associated with three characteristics: a desire for trust between colleagues because trust allows discussions about classroom problems to evolve and bring about solutions to those problems; a tendency to affect teachers' classroom-related behaviour in a positive way; and a wish for mutual support in activities. Teachers' need for good interpersonal relationships with students seems to be based on the teachers' desire for opportunities to reinforce their own levels of creativity.

Headteachers see teachers' collaboration as a means towards enhancing teachers' professional development within the school community. Such conditions, which are expected to allow teachers to exchange ideas and practices, and to share knowledge in order to become more effective teachers, embody the norms of professional learning communities (Stoll and Seashore Louis, 2007). The reasons provided by students as to why teacher collaboration is necessary in terms of the school community, do not seem to be dissimilar from the reasons given by the headteachers. Students' discussions revolved around the teachers' need for communication with colleagues (Pashiardis, 2000) because communication influences the teachers' desire to teach; such communication included having to reach a consensus on the teaching of the curriculum and negotiating over the periods of teaching.

As part of the teachers' need for collaboration, the benefits of interpersonal relationships, professional development, and communication imply that the threats to collaboration (namely, the Cypriot culture, teachers' antagonism, cliques, jealousy, and conflicts) would have to be overcome.

Fairness

Teachers contend that it is the headteachers' responsibility to ensure fairness when dealing with teachers. Teachers' need for fairness relates to two issues: a wish to engage in school activities, and a desire to be treated with impartiality. What prompt teachers to be engaged in activities are their need for creativity, which can reach a peak when teachers' and students' talents mingle, and their need to contribute to school improvement. Teachers' desire for fair treatment is

fulfilled when headteachers do not lavish favouritism only on those teachers who are regarded as more capable of bringing about a successful outcome to activities or on those teachers in the headteachers' cliques. Headteachers' favouritism was a factor that created frustration and resentment among some research subjects in Evans's (1998) study. Teachers' need for fairness is also fulfilled when they perceive their headteachers as supporting and protecting them from parents who demand high marks for their children, or when headteachers exhibit a certain level of consideration to teachers on an individual basis (Day and Leithwood, 2007).

Having voiced awareness of the teachers' need for fairness, headteachers said that they treat all teachers fairly and equally; however, some disparities are evident in the six headteachers' perceptions of fair treatment. Some headteachers think that they are fair because they protect teachers from demanding parents, while others consider themselves fair because they criticise every teacher who does something wrong. Headteacher 4 (Fly School, male, Paphos) thinks that he is fair because he treats teachers who are active at school better than inactive teachers, and this practice is also considered to be fair treatment by some teachers. Some headteachers blamed the system, which does not distinguish motivated and active teachers from demotivated and inactive ones. They said that the system should reward motivated teachers with extrinsic rewards, such as credit points, bonuses, or extra pay, and indicated that these should serve to speed up the teachers' advancement. The idea of fast-tracking motivated teachers' advancement with extrinsic rewards was discussed in terms of fairness by three headteachers and among the participants of one focus group. As an extrinsic reward, pay was

identified as a factor that could motivate teachers to enter into teaching (Zembylas and Papanastasiou, 2004), but it was not identified as a factor that could sustain teachers' motivation (Evans, 1998; Lawler, 1970; Svinicki, 2004).

Decision making

In Dannetta's (2002) study, the factor 'involve teachers more in decision making' was related to organisational commitment, but in my study it was linked to motivation. Teachers' need for decisional participation is associated with three issues: the appeal for collective decisions, the desire to contribute to school improvement by making suggestions when it comes to problem solving, and the need for more decentralised decision making. The fulfilment of these needs is likely to motivate teachers to try and put the school's decisions into practice. Currently, teachers show reluctance to enact decisions because they perceive them to be imposed by the dynamism of the ministerial hierarchy and headship (Pashiardis, 2004). Teachers' reluctance to put imposed decisions into praxis is sometimes translated as indifference and apathy.

When asked about opportunities for decision making, six out of twelve teachers said that no such opportunities are given to them. Three teachers said they had few opportunities, and three teachers stated that they had a lot of opportunities to make suggestions in staff meetings, where they could vote and where any decisions made by the majority of teachers are passed. The diversity of teachers' perceptions on opportunities for decisional participation indicates that decision making is a specific factor for the school, and this consequently reflects the school's leadership. Few teachers referred to the freedom they have to knock at

the headteacher's door and make suggestions on certain decisions. Many teachers attributed the teachers' exclusion from decisional participation to a 'malfunction' in the schools' decision making units. The pastoral teacher cannot make decisions; the assistant headteachers coordinating the committees are not checked by the headteacher, and staff meetings are held at a time when teachers are too tired to show any real interest in the decision-making process.

Headteachers' awareness of teachers' need to be actively involved in decision making was made explicit in the interviews, yet they insisted that decision making in their schools fosters democracy since teachers are provided with opportunities to have a say in the meetings of their subject teams, committees, staff meetings, and headship councils. Headteachers seemingly fail to see that teachers can make suggestions about activities, not decisions, and that teachers' suggestions cannot be passed unless the headteacher approves them after having been brought to him/her by the assistant headteacher coordinator. Teachers' informal participation in the decision-making process that takes place in the headteacher's office seems to be a practice followed solely by motivated teachers.

In the focus groups, students said that teachers' need for participation in decision making is premised on a desire to have their voices heard and a wish to have their views taken seriously. Students believe that teachers' views can lead to solutions to problems, as well as to the implementation of changes, but neither of these can happen as long as the headship dreads such implementation, and as long as teachers fear criticism of their views. Examples of cases in which the teachers'

voice has led to finding solutions to problems related to school activities, trips, or equipment are indicative of the teachers' persistence.

Research Question 4: How, if at all, are the needs of mid-career teachers met within their professional context?

My research subjects' responses to this question should indicate whether their needs for satisfaction, collaboration, fairness, and involvement in decision making are met within their professional context, and if not, what prevents them from being met, and how these needs can be met more satisfactorily.

Satisfaction

Teachers admit that they have found satisfaction when realising that they have successfully imparted knowledge to students and when their intrinsic motivation remains high. Their felt need to impart knowledge to students is derived from being committed to the job (Crosswell, 2006), and from their deliberate career choice. Their intrinsic motivation seems to lead to satisfaction from the goals and expectations that a teacher wishes to achieve. What might restrict teachers from feeling satisfied are the perceived stress when that satisfaction cannot be fully attained, and a tendency to see failure as a stable factor (De Jesus and Lens, 2005).

According to headteachers, teachers gain satisfaction when they realise that their students, especially weaker ones, learn, and progress. Teachers' need for satisfaction might be met more satisfactorily if they could first discover each student's learning needs. The many working hours, however, and a lack of

freedom with the curriculum prevent teachers from seeing students as individuals. On their part, students contend that teachers get satisfaction when their students achieve high marks in exams. What restricts teachers from such satisfaction is students' disruptive behaviour, a lack of equipment that would enable them to diversify their methods, and a lack of freedom when trying to implement the curriculum. Students suggested that teachers can be satisfied if they dare to involve students more actively in the teaching-learning process.

Collaboration

Reported by four out of twelve teachers as a means towards meeting challenges and developing friendships between small groups of teachers, collaboration is generally regarded as an unfulfilled need (Zembylas and Papanastasiou, 2006). The other eight teachers expressed a wish for collaboration in terms of communication and professional development. All sample groups attribute the lack of collaboration to restrictions such as antagonism, conflicts, and jealousy, and influence from the Cypriot culture. Silva (Fly School, Paphos) suggested that these problems can be resolved if 'we take steps to approach each other ... because we are selfish as teachers'.

Fairness

Two headteachers were perceived by teachers as being supportive in their personal problems, and two headteachers were conceived as protecting teachers from parents who unfairly demand high marks for their children. Headteachers, generally, were criticised by the participant teachers as being unfair, and such unfairness was associated with two characteristics: a tendency to exclude some

teachers from school activities, and a tendency to lavish favouritism only on teachers who belong to their political party or clique. Participant headteachers, who denied having cliques, considered the criticism of teachers who do something wrong as fairness. Although headteachers' unfairness might not easily affect highly motivated teachers, it tends to lead many teachers to apathy and could have an adverse impact on their performance. Students believe that headteachers' unfairness is a sign of a lack of leadership skills, and their belief points to the need for headteachers' training to include the issue of fairness in schools.

Decision making

Like collaboration and fairness, decision making constitutes an unfulfilled need of mid-career teachers, who expressed disapproval of headteachers' tendency to impose decisions or listen only to specific teachers. Teachers suggested the creation of teacher-teams that would foster dialogue and promote democratic decision making at school (Day and Leithwood, 2007). Assistant headteachers and students can involve teachers in the decision making for school improvement, while inspectors can involve teachers in the setting of goals that the Ministry prescribes annually. Only headteachers believe that decision making in their schools is inclusive and democratic. Students expressed a keen interest in being involved in the decision-making process themselves. They would welcome more dialogue with their teachers, and would together contribute to problem solving and school improvement.

The needs for satisfaction, collaboration, fairness, and decision-making, which I have discussed here, constitute mid-career teachers' 'needs motivators'. These 'needs motivators', together with the 'moderators', the key factors that influence mid-career teachers' motivation which are discussed in the following section, add to the sources of teachers' satisfaction, uncovered by Zembylas and Papanastasiou (2004, 2006) at the national context. The 'needs motivators' and the 'moderators, comprise the contribution of my study to the field of teacher motivation.

7. 2 SUBSTANTIVE FINDINGS: 'MODERATORS'

What I have called 'moderators' constitute the mid-career teachers' strong factors which influence their motivation to be active in their work at school. These 'moderators' are: recognition, inspection for evaluation, personal life, and the length of teaching experience.

Recognition

My research participants reported the teachers' need for recognition, one of Herzberg's (1968) satisfiers, as a 'moderator' involving headteachers, teachers, students, and parents. A lack of recognition leads to teachers' apathy, dissatisfaction, and demotivation (Evans, 1998; Nias, 1989; Zembylas and Papanastasiou, 2006). Mid-career teachers would like to receive their headteachers' recognition in the form of praise, which is associated with three variables: 1) appreciation of the work itself (Herzberg, 1968); 2) trust in the teachers' efficacy, associated with the milieu of teaching, engagement in extracurricular activity, and responsibility for additional tasks within the school context; and 3) evaluation that is explicitly expressed in writing. The three variables influence the ways in which teachers are willing to practise their core motivation.

Praise as appreciation releases its power in a way that often moves teachers to be active in their workplace via motivational words/phrases such as 'bravo' and 'thank you'. Such appreciation is generally perceived by teachers as a sign of respect and positive feedback, while at the same time acting as encouragement and as a deterrent to apathy. Praise in the form of appreciation made 'in public'

corroborates Evans's (1999) 'explicit' recognition, and Bandura's (1982) 'verbal persuasion', which enhance teachers' belief in their capabilities, thereby enabling them to achieve what they seek. It corroborates the view that teachers want their headteachers to 'comment favourably on the progress that they were making with specific children' (Evans, 1999, p. 87), and such praise fosters strengthening of creative, innovative and effective teaching methods (Blase and Blase, 1994). Praise in the form of trust is applied to teachers chosen to teach specific subjects to senior classes, which relates to the idea of choosing competent teachers for classes with problem students (Evans, 1999). The selection of the most competent teachers for specific classes and subjects might be jeopardised by the policy that advocates deference to more experienced teachers when it comes to choosing subjects. What teachers are trusted for is their professional responsibility, which corroborates Dannetta's (2002) finding that 'unprofessional behaviour included not contributing to the extracurricular programme, cancelling senior classes' (p. 157). My research subjects also translated headteachers' approval of teachers' voluntary activity as trust. Praise that is made explicit by headteachers in their written evaluation contributes to teachers' advancement. This finding represents Evans's (1999) 'explicit' recognition, where the headteacher articulates his/her acknowledgement of teachers' good work either in writing or speaking.

My research subjects' references to the lack of recognition from the headteacher introduced new knowledge in terms of the headteachers' propensity for highlighting mistakes, antipathy, indifference, and exclusion of certain teachers from engaging in activities. Headteachers' emphasis on mistakes seems to be grounded in behavioural norms that emanate from the Cypriot culture, and some

headteachers' antipathy appears to be rooted in political ideologies. Headteachers who do not mention teachers' postgraduate degrees in their written evaluations are perceived by teachers as being indifferent. Headteachers, however, expect those teachers to be continuously active in the workplace and not to see their degrees as a means for accelerating their advancement. Teachers' exclusion relates to favouritism that relies on the headteacher's own 'recognition of professional competence' (Evans, 1999, p. 87) and to 'contrived collegiality', which 'undermines opportunities for teachers to initiate their joint projects' (Hargreaves, 2003, p. 130). Being made aware of teachers' criticism in this regard, headteachers stated their disapproval of teachers who rarely take the initiative to do something or initiate activities that do not aim at creativity.

Teachers seek recognition from colleagues in the form of respect (Dannetta, 2002). Such respect is seen when teachers attend each other's activities and provide positive feedback on these activities. Respect from colleagues contributes to the development of collaboration and interpersonal relationships between them. It points to the teachers' need for professional contact (De Cooman et al., 2007), affiliation (McClelland, 1961), and for 'compliments on something they did well' (Dannetta, 2002, p. 160). It also corroborates 'performance goals', which encompass teachers' need for encouraging appraisal of their capability (Jansen, 2009).

Several research subjects have argued that motivated teachers' activity is often misinterpreted by demotivated teachers due to antagonism that has the potential to isolate teachers. Isolation in terms of a lack of recognition from colleagues

corroborates the view that ‘levels of emotional distress isolate the teachers’ (Zembylas, 2003, p. 111). It is also aligned with Hoy and Spero’s (2005) finding that the lack of recognition from colleagues and isolation are ‘sources of stress and threats to efficacy’ (p. 346). The adverse outcomes of antagonism can be diluted if teachers are made aware of the benefits of teacher collaboration for professional development (Stoll and Seashore Louis, 2007).

Mid-career teachers are strongly motivated by the students’ recognition, as seen in their respect and interest in the lesson. Students’ recognition of teachers can be conveyed through statements of gratification:

> The most important need of teachers is to see that their students recognise them either by getting good marks or saying “good morning” or “thank you” to them.
>
> (Bee School, student 6, male, Limassol)

Reported as an indicator of disrespect, students’ indifference leads towards teachers’ apathy and to the perception of teaching as a low-status job. Students’ indifference could also be a symptom of the education system, which allows students of the second and third class of the lyceum to choose subjects likely to bring about high marks, and allows teachers to exercise power over students. Such indifference is also affected by the students’ own upbringing.

My research subjects revealed that recognition from parents in the form of praise, acknowledgement for the knowledge that teachers impart to their children, as well as psychological support motivates teachers. Parents praise teachers when their children become successful in their jobs and live as decent people in society, and they also respect teachers that are liked by students. Parents’ praise corroborates Hargreaves’ (2003) view of ‘psychic rewards’ and boosts the status of the

teaching job. The lack of recognition from parents could be seen in the level of disrespect conveyed through parents' criticism of teachers' high pay and long vacations. Such disrespect is exacerbated by parents' obsession with high marks, which inevitably results in criticism of the teachers' work.

Inspection for evaluation

Inspection for evaluation was reported as a 'moderator' for mid-career teachers. In the face of inspection, mid-career teachers exhibit a propensity for maximising effort in an attempt to diversify their teaching methods. Such propensity is associated with three issues: a desire to project a positive image of themselves to inspectors; a desire to impart knowledge to students and thereby to gain intrinsic rewards (De Cooman et al., 2008; Sinclair, 2008); and a desire to gain a positive first marking, which corroborates the finding that 'rewards for performances signifying competence sustain high interest' (Bandura, 1982, p. 587). Inspection for evaluation indicates the teachers' need for advancement (Herzberg, 1968) and power (McClelland, 1961), and carries the potential to lead mid-career teachers towards experiencing a peak in their motivation. Though powerful, this 'moderator' encompasses stress, expectations, and limits to motivation.

Being related to stressful situations, inspection for evaluation may induce feelings of anxiety and worry among mid-career teachers. Teachers' stress due to inspection is linked to Newton's (2009) 'affective anxiety'; yet there is a positive element to this type of stress since it energises teachers to diversify their methods and put on a good performance. Reported as also creative, mid-career teachers' stress is linked to teachers' desire to achieve goals (Lawler, 1970; Pintrich and

Schunk, 1996), and to receive positive assessments for their competence (Bandura and Schunk, 1981; Jansen, 2009). Teachers' propensity for investing their time and energy in the preparation of creative lessons is met with students' criticism of 'hyper-productive' and 'perfect' lessons. What adds to students' criticism, implying that students are not used to such teaching performances on a regular basis, is the headteachers' criticism of teachers' hyperactivity only during the year of inspection. Teachers engage themselves in activity during that particular year because of their need for a positive evaluation from their headteacher who, to be clear, is more than capable of noticing any discrepancy between teachers' activities from year to year, and of evaluating teachers through other criteria (e.g. levels of absenteeism).

Linked to the teachers' need for advancement, the motivational power encompassed in inspection for evaluation relates to mid-career teachers' expectations of being given leadership roles. Mid-career teachers aspiring to leadership (Rogers, 2005) are divided into: a) teachers who think highly of the first evaluations and are demotivated by low first marks; and b) teachers who have been highly motivated since career entry, and who have sustained their motivation and enjoyed its constant rise. The implication of such a division is that inspectors have to be very careful with teachers' evaluations so as not to demotivate the good teachers who deserve a good first evaluation, and help sustain any rising level of motivation among the evaluated teachers. Speculating over the end of the mid-career phase, my research subjects associated teachers with 18-20 years of teaching experience with three concepts: that teachers gain positive evaluations and sustain their motivation; that they gain positive

evaluations but lose their motivation; and that they gain negative evaluations and lose their motivation.

The reported limits to teachers' motivation relate to policy and reflect teachers' dissatisfaction with the current evaluation system (Menon and Christou, 2002; Pashiardis, 2004). Inspection was criticised for being carried out by a single inspector. Evaluation is a centralised entity that is conducted by a single inspector, and this could lead teachers to feel a sense of doubt as to whether or not they are evaluated fairly. Such doubts, which may imply the inspector's inability to properly judge a teaching performance and potentially result in feelings of antipathy towards the inspected teacher, corroborate Learmonth's (2000) view that inspectors might be unhelpful, and unsuitably trained. The two observation-inspections were criticised as being too few, and suggestions were made about the examination given to students. 'The inspector has to watch everything', Mina (Ant School, Paphos) said, and implied that only a thorough examination of teachers' work might be able to differentiate teachers who deserve to be promoted from those who do not. A suggestion was made about how the evaluation of teachers aspiring to leadership should be made separate from the evaluation of those who do not have such aspirations. Other suggestions referred to the need for 'sudden inspection' and 'school inspection'. School system inspections imply the need for a collective evaluation, and this correlates with the need for an assessment of teachers for the improvement of their teaching (Stronge and Tucker, 2003).

My research subjects' references to and suggestions for inspection for evaluation also indicate the teachers' dissatisfaction with the evaluation system, which is criticised for its (over)reliance on seniority (Pashiardis, 2004). Being an indicator of a centralised evaluation system, seniority means that teachers ought to be patient because 'older teachers are mostly the ones promoted' (Pashiardis, 2004, p. 660). Owing to seniority, inspection for evaluation was reported as 'a story that is painful' (Fly School, Silva, Paphos), and motivated teachers were said to have 'reached a compromise. [They] would definitely want promotion but ... will not die after all' (Fly School, Nara, Paphos).

Teachers' antagonism, which constitutes another limit to teachers' motivation, relates to Nias's (1989) view on 'rivalry' and serves as an indicator of teachers' struggle to climb the career-ladder earlier than those similar to them in terms of experience and training. Such a tendency indicates the teachers' level of distrust in the inspector, but it also casts into the limelight those teachers who are responsible for employing politicians or friends to intervene for the sake of their advancement.

Personal life

Interdependence between teachers' personal and professional lives serves to establish personal life as a 'moderator' (Dannetta, 2002; Day et al., 2007). Mid-career teachers were reported as being highly motivated once they have found a balance between these two aspects of their lives, but they became lowly motivated when struggling to balance work and life. The level of teacher motivation was said to be determined by two factors: health and family.

Health is seen in a positive light due to the mid-career teachers' young age (40-50), which provides them with physical power, and the ability to handle tensions in their personal life calmly, and psychological safety. Those teachers' physical power may be resulting from their good biological development, and their ability to deal with tensions is attributed to their maturity. As a positive motivator for mid-career teachers, health, which is related to an age that is encompassing high levels of energy, maturity, and biological development, correlates with the cognitive and humanistic views of motivation as developing physiologically as well as psychologically from biological givens (Bandura, 1995; Owen, 1997). Psychological safety encompasses feelings of security due to stability in personal life and work, and feelings of confidence about teaching. Having overcome the stress of the early-career phase, mid-career teachers would feel safe if allowed to work in a school in their own hometown. The policy that allows teachers to work in a school for eight continuous years without undergoing any transfer(s) is favoured by teachers, for it provides them with enough time to develop relationships with their students, colleagues, and headteachers. This idea links the fulfilment of teachers' needs to the time of service spent in a particular school. Mid-career teachers' feelings of confidence about teaching enhance their desire to impart knowledge to students. Such feelings correlate to altruism, which reflects teachers' desire to impart knowledge and values to students (Crosswell, 2006; Hayes, 2004).

The family factor was related to teachers' feelings of happiness or unhappiness, which contributed to high or low motivation, respectively. Once their children have grown up, teachers tend to feel happy and calm, and they also tend to devote

more time to their job. Family responsibilities or problems, which correlate with Day et al.'s (2007) 'events in personal life', pose restrictions to motivated teachers' commitment and willingness to take on additional school responsibilities. Headteachers were reported to play a positive role by being supportive to teachers with personal problems (House, 1996), and this idea corresponds to 'individualized consideration' (Bass et al., 2003; Day and Leithwood, 2007). Not only do family responsibilities affect teacher motivation, they also affect teachers' advancement including transfers. Mid-career teachers' family, like health, can become a positive contributor to teachers' motivation, especially if the teacher is able to find a balance between work and life (Day et al., 2007).

Experience

The length of teaching experience, which served as the criterion applied for the division into teacher career phases (Appendix 1) as well as the criterion employed through policy for the teachers' inspection for evaluation, is the fourth 'moderator'. Experience is associated with three characteristics: increased teacher efficacy; staff collegiality; and rapport with students.

Increased teacher efficacy emanates from feelings of confidence about what and how to teach, and this correlates with a certain level of professionality, which 'refers to the knowledge, skills and procedures which teachers use in their work' (Evans, 1998, p. 74). It essentially relates to policy, which gives more experienced teachers the right to choose which subjects to teach. Reported as a motivator, the teachers' right to teach the subjects that they love corroborates

Huberman, Grounauer, and Marti's (1993) finding that the teachers' love for a specific subject breeds the desire to communicate it to others. 'I taught lessons which I liked and I was filled with happiness and this motivated me and made me enthusiastic and excited', said headteacher 5 (Ant School, female, Paphos). Feeling highly efficacious, mid-career teachers are motivated to transfer knowledge effectively and take on additional school responsibilities. The effectiveness of experienced teachers' lessons relies on the use of diverse teaching methods based on technology and discussion (Carneiro, 2006; Muijs and Reynolds, 2001). Preoccupied in the search for diverse methods, teachers were characterised as isolated by some of their colleagues. Concerning additional school responsibilities, these take the form of voluntary activities or activities assigned to teachers by the headteacher.

The length of teaching experience was reported with regard to staff collegiality via the teachers' need for shared knowledge and experiences (Firestone and Pennell, 2003). This specific need applies to practices encompassed in professional learning communities, which promote collaboration (McLaughlin and Talbert, 2001; Stoll and Seashore Louis, 2007). Teachers' experiences may enable them to collaborate more effectively and avoid potential conflict. Teachers' rapport with students could be seen as a need of mid-career teachers that can be fulfilled by the span of their teaching experience. Experience can provide teachers with lessons about the importance of 'psychic rewards' (Hargreaves, 1998), which are gained through personal contact with students. Such lessons lead teachers to manage their teaching time so as to be able to develop communication with their students both inside and outside the classroom.

In spending time with students, teachers may consciously realise that students are moved emotionally rather than cognitively, so they have to combine knowledge transfer with communication. In doing so, teachers can contribute to their students' development as decent members of society because they can also impart values to students. Crosswell (2006) associates this practice with teacher commitment rather than motivation.

7.3 CONCLUSION

This chapter discussed the findings in relation to research questions 1, 2, 3, and 4, as well as the 'moderators' by relating them to the literature. The key findings of my research are the 'needs motivators' and the 'moderators'. The 'needs motivators' (satisfaction, collaboration, fairness, decision making) and the 'moderators' (recognition, inspection for evaluation, personal life, experience) add fresh new perspectives to the extant literature on teacher motivation, as they are the factors that motivate mid-career teachers to be active in their work.

Encompassing the power to motivate mid-career teachers to be active in their work at school, the 'needs motivators' and the 'moderators' are associated with two issues. First, they enable mid-career teachers to exhibit certain characteristics that my research subjects associate with motivated teachers: hard work in the preparation of lessons, diversification of teaching methods, as well as hard work during extracurricular activities; and extended professionality which is indicative of creativity, self-efficacy, intellectual curiosity, and communication skills. Second, they enable mid-career teachers to experience motivation as my research subjects have interpreted it: a force, reason, stimulus, means, process, desire,

direction leading teachers to engagement in activity and achievement of goals aiming at the fulfilment of their needs. The interrelationships among all these factors and characteristics serve to formulate the model of mid-career teacher motivation, which is illustrated in Figure 7.1 on page 268. Clearly interrelated is the impact of the ‘moderators’ and ‘needs motivators’ on mid-career teacher motivation, and the ensuing implications for teachers, headteachers, and policymakers. The implications of the findings are discussed in Chapter 8.

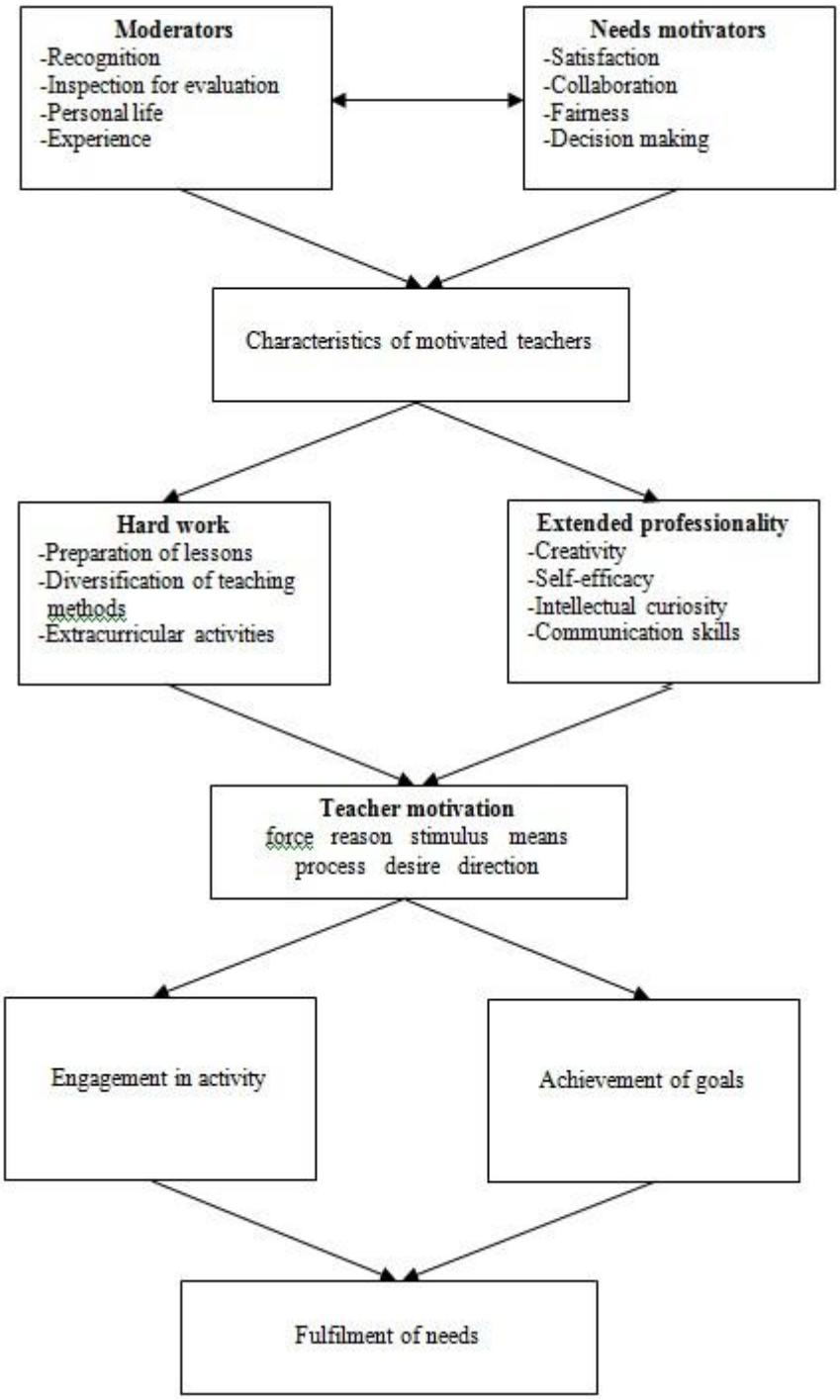

Figure 7.1: The model of mid-career teacher motivation.

CHAPTER 8: CONCLUSIONS AND IMPLICATIONS FOR LEADERSHIP PRACTICES

8.0 INTRODUCTION

Prompted by a personal concern for mid-career teacher apathy, as witnessed by the mid-career teachers' inactivity in the workplace, I have undertaken this research in the area of mid-career teacher motivation due to my conviction that the energy encompassed in motivation can overcome apathy. As an interpretivist, I used a philosophical approach that is grounded in phenomenology as well as a survey research design, which allowed me to collect data from secondary school teachers, headteachers, and students in the context of six Cypriot lyceums via semi-structured interviewing and focus group. The analysis of the collected data leads to the finding that being context-specific, mid-career teacher motivation is associated with four 'motivators' that constitute mid-career teachers' fundamental needs, and four 'moderators' that constitute strong influences on mid-career teacher motivation.

Identified as factors that motivate mid-career teachers to become active in their school work, these 'needs motivators' (satisfaction, collaboration, fairness, decision making) and 'moderators' (recognition, inspection for evaluation, personal life, experience) contribute much to the study of teacher motivation, not only because this is a neglected area of study at the national level, but it is also an area that needs to be incorporated into the examination of leadership practices in terms of the teachers, headteachers, and policymakers responsible for mid-career teachers' motivation. This is a study that highlights what teachers, headteachers,

and policymakers need to take into consideration. It also looks at what can be enacted in the school systems through 'being and doing' if they are to bring to reality mid-career teacher motivation. When considering the 'being and doing' of teachers, headteachers, and policymakers in terms of leadership practices, recommendations for such practices on the basis of the findings of my research serve to address the all-important research question number 5, to which I now turn.

8.1 WHAT IMPLICATIONS DO THESE FINDINGS HAVE FOR LEADERSHIP PRACTICES?

The implications of my research findings suggest that teachers, headteachers, and policymakers are responsible for influencing mid-career teacher motivation, and that such motivation can only be enhanced at the level of the school and educational system. Teachers are responsible for inculcating behaviours and actions that could motivate them and their students. Headteachers are responsible for demonstrating attitudes and acts that motivate teachers. In addition, policymakers are also responsible for implementing changes to the system that would support sound leadership practices while enhancing teachers' motivation.

Implications of the findings for teachers

Since teacher motivation is associated with the fulfilment of teachers' needs, another question presents itself: how can teachers' needs be met? My suggestion is that teachers should make their needs known explicitly. Once made explicit, teachers' needs can act as tools to indicate teachers' expectations of headteachers, and teachers can also illustrate self-awareness of their own teaching practices.

Teachers who are self-aware and want to attain job effectiveness, for example, would be self-motivated to diversify their teaching methods in order to impart knowledge to students more effectively, in addition to developing personal contact with them. The development of personal contact with students necessitates the development of teachers' communication skills. Teachers' self-motivation should extend to volunteerism for extracurricular activities, which contributes to the shaping of school culture and, of course, to school improvement.

Since teachers' satisfaction levels are largely influenced by students' success in exams, teachers would need to work hard if they are to contribute to students' learning and achievements. What teachers can do about collaboration, which has been reported as a problematic issue among secondary school teachers, is to allow the benefits that could be gained from it (e.g. finding solutions to classroom problems and classroom-related behaviours, support for school activities) to initiate or reinforce teachers' attempts to develop interpersonal relationships with their colleagues.

To gain recognition from headteachers, teachers holding post-graduate degrees should use any knowledge gained from such diplomas to act as a means towards creative activity, rather than a means upon which their expected trajectories for advancement would rest. Recognition from their colleagues is difficult to attain unless teachers stop seeing each other in an antagonistic manner. Not only does antagonism restrict teachers from attending their colleagues' activities, it may also lead them to misinterpret the teachers' motives behind such activities. If such

misinterpretations are made explicit, they may trouble and isolate motivated teachers. What might exacerbate teachers' distress is a lack of recognition from students, exhibited in the form of indifference to lessons taught in class. To deter, if not prevent, such indifference, teachers should not be in the habit of exercising power over students; instead, they need to work hard on imparting knowledge to students and supporting them psychologically, reaping rewards from the students' gratitude and/or from the students' parents' praise and acknowledgements.

In increasing their interests in advancement, teachers need to put a lot more effort into their lessons and engage in school activity during their whole professional career, and not only during the year of inspection. Both headteachers and students come down hard on teachers' behaviours, which overly focus on targeting positive evaluations instead of helping students to learn. In order to achieve sustainable activity and motivation among teachers requires that teachers gain the ability to find a balance between their personal and professional lives.

Implications of the findings for headteachers

Headteachers should provide teachers with the opportunity to make known their needs explicitly. In taking the teachers' explicit needs seriously, headteachers should create work contexts and provide leadership practices that allow those needs to be fulfilled.

If headteachers are to improve teachers' satisfaction levels, they have to create work conditions that facilitate teachers' attempts at diversifying their teaching methods (e.g. technologically equipped classrooms) and students' attendance at

school activities (e.g. technologically equipped spaces). As to school organisation, headteachers should take responsibility for maintaining students' discipline, improving the school's physical environment, and informing the teaching staff about what is happening at school.

If they are to contribute to the fulfilment of teachers' need for collaboration and ability to deal with the inherent obstacles (e.g. antagonism, jealousy, conflicts), headteachers should create the conditions that allow for the development of their schools as professional learning communities. A professional learning community can lead teachers to practices that foster a constant review of their performance, for in a professional learning community, teachers share knowledge and practices, and learn through collaboration in an attempt to find and apply new and improved techniques which can augment all students' learning (Stoll and Seashore Louis, 2007).

Teachers' disappointment with headteachers' apparent lack of fairness could only mean that headteachers should provide all teachers with opportunities to engage in school activities and treat them all with impartiality. Impartiality cannot be established unless headteachers avoid favouritism, which is built upon preconceptions that divide the staff into teachers who are capable of achieving success and teachers who are incapable of doing so, or teachers who are included in their cliques and teachers who are not. Further, impartiality could not be realised if headteachers do not protect all teachers from demanding parents or exhibit individualized consideration towards them. If headteachers consider it fair to treat active teachers better than inactive ones, they should explicitly clarify

such behaviour by letting teachers know what is expected of them if they are to get fair treatment from their headteachers.

Headteachers should understand that collective decision making, which promotes the explicit expression of diverse views, can lead to better solutions to school problems and to the implementation of change. Democratic decision making cannot flourish in an environment where headteachers cannot depart from a propensity to impose decisions, be advised only by selected staff members, and approve or decline teachers' suggestions brought forth by assistant headteachers without checking the actual process followed in the school's decision-making units.

Recognition in the form of praise should be a daily feature of headteachers' behaviour. When praising teachers, headteachers can simply voice their appreciation for the teachers' work via a simple 'bravo' or 'thank you'. They can trust highly efficacious and hardworking teachers to teach subjects of importance to senior classes, and thus contribute to the decline of the so-called 'second school'. Not only should they show appreciation for teachers' participation in extracurricular activities, they should also assign them responsibility for additional tasks. If teachers deserve the headteachers' praise, that praise should be made explicit in their written evaluation. Headteachers' recognition of teachers can only grow if headteachers focus less on teachers' mistakes, ignore antipathy originating from a political culture, and do away with exclusion of teachers from activities based on personal, if not emotional, judgment of their competence.

Implications of the findings for policymakers

As to how policymakers can contribute to mid-career teacher motivation, my suggestions comprise the creation of programmes for teacher development, the inclusion of certain key issues in the training programme of headteachers, change or modification in some aspects of existing policies, and the introduction of other relevant policies.

Teacher development programmes need to be set up in a way that makes teachers aware of key practices such as dealing with challenging parents, mentoring, and coaching as part of the norms of learning, as well as collaborating and taking collective responsibility for students' learning. In such programmes, teachers ought to be clearly informed that under no circumstances will they be allowed to curry favour with politicians and/or relatives, especially in an effort to speed up their advancement.

The headteachers' training programme ought to include issues relating to self-awareness, managing diversity in the workforce, developing professional learning communities, and collective decision making. Through self-awareness, headteachers may come to realise that what they may perceive positively in terms of leadership practices may well be perceived negatively by teachers, which conjures up the need to modify such practices. As to the diversity among teachers, headteachers should be able to turn mid-career teachers' apathy into activity and encourage motivated teachers' efforts. It is also worth training headteachers on how to make their school 'a place of and for connections, relationships, reciprocity, and mutuality' (Stoll and Seashore Louis, 2007, p. 31), as well as how

to promote rather than stifle opportunities for staff participation in the decision-making process. In training headteachers, policy-makers ought to be clear that headteachers must not allow their political ideologies to influence their behaviour towards teachers or the evaluation they have to write for teachers.

The changes or modifications that I suggest refer to policies being implemented in the educational system, which affect both students and teachers. Concerning students, the policy that allows them to choose the subjects they wish to take or be examined on would need to be modified if schools are to be seen first and foremost as places for learning rather than for the mere acquisition of a certificate. This practice is associated with two issues: students' preference for subjects that can easily give them a high mark, and students' indifference towards a large number of academic subjects.

The changes and modifications to policy practices refer to the teachers' evaluation, the duration of their service in a school, and the length of experience they have. Teachers' dissatisfaction with the evaluation system casts policymakers as responsible for implementing changes to the system, which would essentially move from the levelling off of teachers' performance to rewarding with advancement those teachers whose motivation levels distinguish them from the crowd of teachers. Such changes are associated with the following characteristics: inspection carried out by more than one inspector; inspection without warning; inspection that relies on more than two classroom observations and examines more aspects of a teacher's work (e.g. tests); school inspection;

separate inspections for teachers aspiring to attain leadership roles and classroom-based teachers; and advancement that does not rely on seniority.

The policy regarding teachers' eight-year service in a school may continue, but this policy should be made flexible for teachers who want to change school. Supportive of this suggestion is one teacher's statement: 'a teacher was inactive in this school but became a protagonist in the activities of the school he eventually moved to'. Also, the policy can be flexible in terms of the practice that imposes transfers on newly-promoted teachers, because fear of such transfers sometimes prevents teachers from applying for promotion, as it may affect their family life. Finally, criticism of the policy, which allows the more experienced teachers to choose what subjects to teach, indicates that using the length of experience as a criterion for allotting classes and subjects could be replaced or combined with the motivation criterion. This policy practice seems to carry variations that are determined by each school's headteacher.

Concerning new policies, I suggest the introduction of a policy that would allow students to be involved in the school's decision-making process. Being perceptive and engaged citizens, as well as being the very ones at whom education is aimed, students should have the right to explicitly express their views and to bring those views to bear on decisions that ultimately affect them. When heard, students' voices would contribute to school improvement and indicate democracy in action. I also suggest the introduction of a policy that would allow teachers who are qualified in educational leadership to be promoted to headships. In addition, a

policy that would require compulsory training in educational leadership for teachers aspiring to leadership positions would also be warranted.

Having discussed the implications of the findings of my research for leadership practices, I conclude this thesis with a discussion of the limitations of my study as well as recommendations for further research.

8.2 LIMITATIONS OF THE STUDY AND FURTHER RESEARCH

The limitations of my study concern the findings, the data acquired, and time. The findings indicate that generalisability is difficult to achieve because the research was conducted in six lyceums in two towns. If lyceums in the other two towns were included, the findings might perhaps be generalisable, yet the relevance of this research to other sectors of the educational system in Cyprus cannot be excluded. Despite its application within the context of secondary schools, this research might well be relevant to the primary school sector as well because of common features between the two sectors, such as the centralised system and school-size.

The data emerged after having translated the questions in the interview and focus group guides from English to Greek. This strategy proved to be problematic in the first piloting phase because some English words (e.g. motivators, demotivators) were not assigned their exact Greek translation, and so participants did not catch the precise meaning of some questions, which resulted in inconsistencies between the English and Greek questions. Together with the non-specific questions and the few data gathered due in part to the researcher's lack of confidence with

interviewing and focus group, this justifies the restructuring of the questions and the application of the second piloting. The translation of the research subjects' data from Greek to English risked having the meaning changed in the transcriptions. This problem was prevented through the making of a list of alternative words that would replace the key words in each question in the research instruments. If I had known this problem earlier, I would have produced that list and would have been more careful with the translation of words so that the restructuring of the interview and focus group guides used at the piloting stage would have been avoided.

The translation and transcription of the data also proved to be a limitation in terms of time. Listening to the audio-recorded data as well as translating and transcribing at the same time was a time-consuming activity. As the interviews took place during working hours, in one case we had to be interrupted because the teacher had to go to class and we only managed to continue after 45 minutes. The headteachers' interviews took longer than 45 minutes because of frequent interruptions. Time was not a problem with the students in the focus groups, as they wanted to extend the discussion, and I had been given permission by the headteachers to extend it if necessary. So, although students' focus groups were planned for only 20-30 minutes, students were so enthusiastic about the discussion that it took a whole period (i.e. 45 minutes) and sometimes extended into their break time.

Despite the apparent limitations of the study, I would take the same steps if I were to carry out the same research once again. Further research could attempt to

achieve generalisability for the findings and should therefore include a similar sample from the other two towns of Cyprus. To gain local generalisability for the findings, the study could be replicated in contexts with centralised educational systems, and also in contexts with decentralised systems, especially at the international level. Such research is likely to reveal variations in systems, leadership practices, and culture. Other researchers could use this study as the scaffolding upon which they can investigate mid-career teachers' extrinsic needs e.g. hygiene needs (Herzberg, 1968), physiological or safety needs (Maslow, 1954), and social needs (Herzberg, 1968; Maslow, 1954; McClelland, 1961), which would supplement the findings from this study and from other related ones.

8.3 CONCLUSION

Having arrived at the end of my thesis, I would like to say that the implications emerging from the findings had cast teachers, headteachers, and policymakers in no uncertain terms, as those responsible for the implementation of practices that would sustain and enhance mid-career teachers' motivation and satisfaction of teachers' higher-order needs for growth. Understanding the key role played by teacher motivation is crucial to school leadership. This study has contributed to such an understanding.

Evidence from this research basically indicates that the 'needs motivators' (satisfaction, collaboration, fairness, decision making) and 'moderators' (recognition, inspection for evaluation, personal life, experience) are the factors that motivate mid-career teachers to be fully active in their school tasks. The educational system needs to proceed with an intelligent holistic approach that

takes mid-career teachers' 'needs motivators' and 'moderators' into account. If so, mid-career teachers' draining force will become a driving force that can lift their levels of activity. This driving force is teacher motivation, which embraces all those factors that have the power to initiate, sustain, and enhance teachers' activities in their work.

Reflecting on my own growth, I realise that it is derived from the 'essence' of my personal, professional, and academic learning. The 'essence' of the three types of my learning is that social phenomena do not exist out there in the world independently; they exist in relationship, and the reality of teacher motivation also exists in relationship. This 'essence' enables me to acknowledge that although I am a researcher of teacher motivation, I am also a recipient of my research participants' perspectives as they engage in my research; these perspectives extend to my readers, who may also bring their own thoughts and feelings as they review my work (Harris, 2007). By adopting this view, I can acknowledge that I have analysed and presented my research findings, as well as the implications of these findings, through my participants' interpretations of the reality of teacher motivation, which leads me to understand the value of accepting and respecting the diversity of others' meanings and perceptions. Such an understanding is associated with three characteristics: 1) it helps me to depart from my own established mental models (Senge, 2006) and become a more effective person in my relationships with people by comprehending different viewpoints; 2) it carries the potential to strengthen my teaching performance because it guides me to adopt effective practices (for example, diversified teaching methods) that would better meet all of my students' learning needs; and 3) it enables me to follow supportive

leadership practices (for example, practices of collaboration and communication), which can raise my colleagues' levels of motivation to become (more) active in their work in the classroom and in the school workplace. Encompassed in the 'essence' of my personal, professional, and academic learning are my developments of a high sense of self-efficacy where I can engage in more hard work, as well as a high sense of motivation – both of which are forces that move me towards engaging in activities at work and with my students, and which direct me towards achieving goals that fulfil my own needs.

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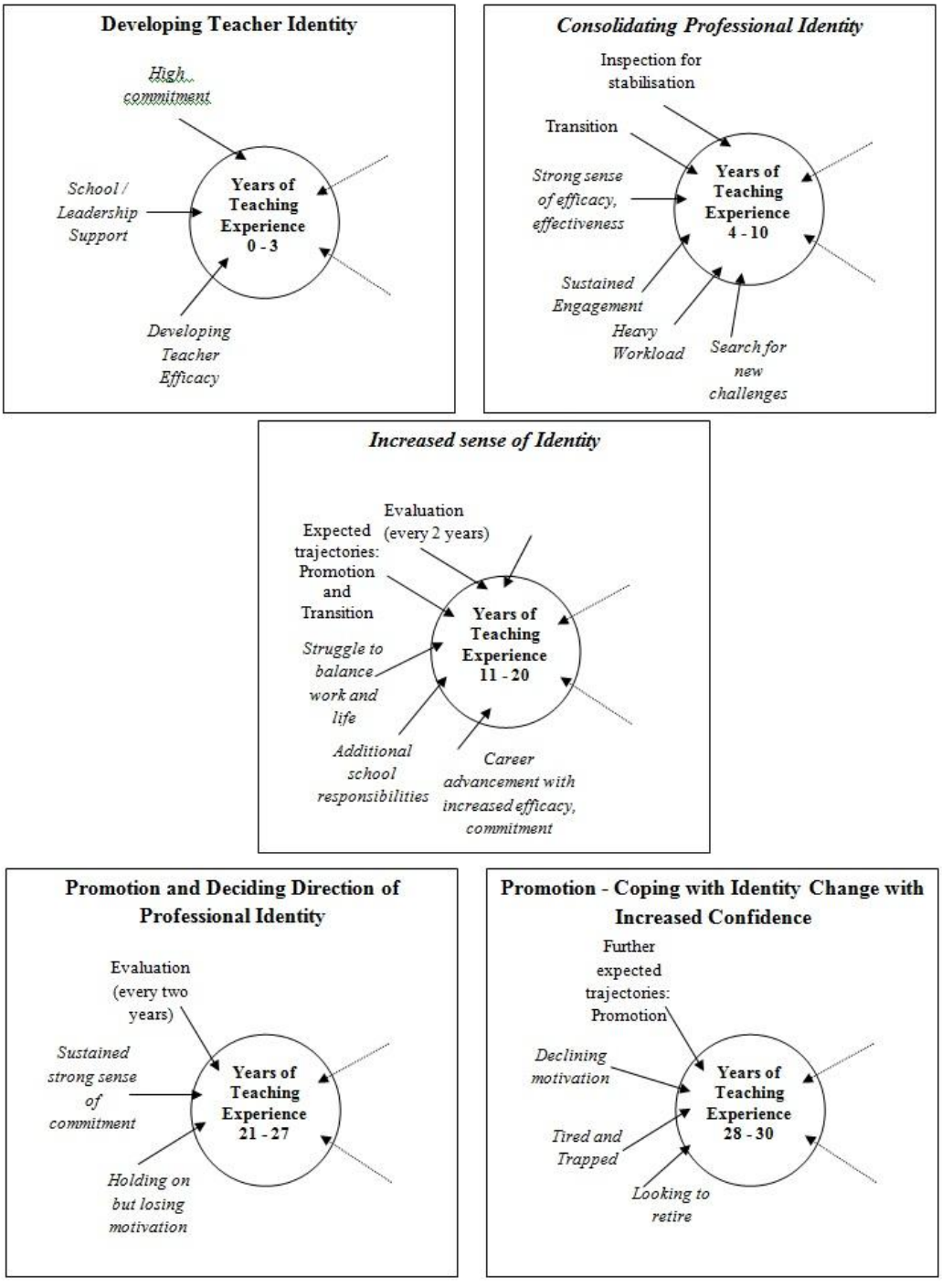
APPENDICES

Appendix 1: Teachers' professional career phases in the public sector and the factors that influence teachers.



The diagram (Appendix 1) illustrates the professional career phases that secondary school teachers go through in the public sector in the Cypriot context and the factors influencing teachers in each phase. The professional career phases refer to the number of years that teachers have been teaching. The factors have derived from two sources of evidence: 1) the literature (italics); 2) the policy (normal). The empty arrows are to illustrate factors influencing teachers as these will derive from the empirical data that will be collected from the three participant groups (teachers, headteachers, students) in the interviews and focus groups in the context of six lyceums in Cyprus. The factors originating from the literature are factors that were found to influence teachers in the VITAE work by Day et al. (2007). These factors, which constitute characteristics of secondary teachers in Cyprus, interact with the factors emanating from the policy educational context. The interaction of the two sources of evidence serves to shape teachers' identity that is why the title of each phase refers to teachers' identity.

Career phase 0-3: Teachers enter the job with high commitment and a developing sense of efficacy. They need the support of the school leadership in order to sustain their high commitment and turn their developing efficacy, due to their contract status and annual transfers, into developed efficacy.

Career phase 4-10: Teachers are on probation and suffer transfers. They have a strong sense of efficacy because they are looking to stabilisation. These teachers' sustained engagement, heavy workload and search for new challenges are

attributed to their expected trajectories for stabilisation, which is granted via inspection.

Career phase 11-20: Teachers have stability status and start being inspected for evaluation, which allows expected trajectories for promotion and transition. They are looking to career advancement with increased efficacy and commitment. Most of the teachers in this phase make a family. Either making a family or not, they struggle to reach a balance between their work and life to be able to sustain their commitment to the job and take additional school responsibilities.

Career phase 21-27: There are teachers who are promoted to assistant headships and classroom-based teachers with expected trajectories for promotion who look to inspection for evaluation. Promotion or high expectancies for promotion serve to sustain these teachers' strong sense of commitment, whereas low expectancies for promotion contribute to their holding on but losing motivation.

Career phase 28-30: There are teachers with leadership roles with further expected trajectories for advancement who look to inspection for evaluation. There are also teachers, assistant headteachers or headteachers with no expectations or no further expectations because they are tired and trapped, and look to retire with declining motivation.

Appendix 2: Letter to headteachers

Katerina Konstantinides-Vladimirou
Teacher of English
Saint Neophytos Lyceum-Paphos-Cyprus
ID 585536
File No 10303
Tel. 99 541163
Email: katerina2c@cytanet.com.cy

Paphos, 10 September 2010

Dear Headteacher,

I am a teacher at Saint Neophytos Lyceum in Paphos - Cyprus, and I have an MA degree in Educational Leadership from the University of Nottingham. I am currently undertaking a doctoral degree through the University of Nottingham and I am doing a research as part of it. The theme of my research is: 'What motivates mid-career teachers to be active in the work of secondary schools, and what are the implications for leadership practices?'

The aim of this project is to find out the factors (e.g. needs, goals, and aspirations) that motivate mid-career teachers to be active participants in the work of secondary education, and how these impact upon school leadership practice. To achieve this aim, I am going to conduct my research in 6 secondary schools in Limassol and Paphos. I intend to interview the headteachers of these schools, and two mid-career teachers (with 11-20 years of working experience) from each school in a one-to-one interview, and 6-7 students from each school in focus groups.

I would very much like to ask for your permission to access your school and conduct my research. I would appreciate it if you chose the teachers to be interviewed by providing me with a list of teachers with 11-20 years of working experience. Your provision of the teacher list would indicate your participation in the research interview.

I would appreciate it if you agreed to participate in this project as participation in this project will help to increase general understanding of the factors that motivate mid-career teachers of secondary education to be active in their workplace, and of how these factors impact upon school leadership practice.

I am enclosing an information sheet for further information about the project.

Yours faithfully

Katerina Konstantinides

Appendix 3: Information sheet to headteachers

I am currently a teacher at Saint Neophytos Lyceum in Paphos - Cyprus, and I have an MA degree in Educational Leadership from the University of Nottingham. This research is part of a doctoral degree I am undertaking through the University of Nottingham. The theme of the project that I am undertaking is 'What motivates mid-career teachers to be active in the work of secondary schools, and what are the implications for leadership practices?'

What is the project about?
The project is about mid-career teacher motivation. It aims to find out the factors (e.g. needs, goals, and aspirations) that motivate mid-career teachers to be active in the work of secondary schools, and how these impact upon school leadership practice.

Who will be involved?
Six schools of secondary education situated in the towns of Limassol and Paphos will be involved. The headteachers of these 6 schools, and 2 mid-career teachers from each school will be interviewed one by one, and 6-7 students from each school will participate in focus groups.

What would it involve for you?
You will be asked to take part in one interview of about 45 minutes duration in the first term of the 2010 – 2011 school year. The interview will be audio recorded and later transcribed.

How will data be treated?
Data collected will be treated in the strictest confidence and will only be reported in anonymised form, so you will not be identifiable in any material which results from this project. The audio recorded data will be stored as electronic files accessible only by the researcher and they will only be shared with the supervisors of this project and examiners of the course. Interview data (transcripts) will be made accessible to the participants on request.

Is participation voluntary?
Participation in this project is voluntary and you may freely withdraw from the project at any time without prejudice. Participation in this project, or any decision to withdraw from it, will have no impact on your status or career.

What is the potential benefit of participation?
It is hoped that participation in this project will help to increase general understanding of the factors that motivate mid-career teachers of secondary education to be active in their workplace. It could help participant headteachers to reflect on how mid-career teacher motivation impacts on their leadership practice in a way that strengthens their leadership style and practice. I will provide a version of my findings to all participants.

Contact details

Researcher: Katerina Konstantinides – Vladimirou ttxkk@nottingham.ac.uk
Supervisors: Dr Alison Kington alison.kington@nottingham.ac.uk and Linda Ellison (linda.ellison@nottingham.ac.uk

Appendix 4: Participation consent form to headteachers

Project title: Mid-career teacher motivation and leadership practices in secondary schools in Cyprus.

Researcher's name: Katerina Konstantinides-Vladimirou
Supervisors: Dr Alison Kington and Linda Ellison

- I have read the participant information sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.

- I understand the purpose of the research project and my involvement in it.

- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.

- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.

- I understand that I will be audio recorded during the interview.

- I understand that the data will be stored as electronic files accessible only by the researcher and shared with the supervisors of this project and examiners of the course. Interview data (transcripts) will be made accessible to me on request.

- I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinators of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed ……

Print name ……

Date ……

Contact details
Researcher: ttxkk@nottingham.ac.uk
Supervisors: Dr Alison Kington (Alison.kington@nottingham.ac.uk) and Linda Ellison (Linda.ellison@nottingham.ac.uk)
School of Education Research Ethics Coordinators: Professor John Holford, Dr Alison Kington, and Professor Roger Murphy.
Email Enquiries: e: educationresearchethics@nottingham.ac.uk

Appendix 5: Letter to teachers

Katerina Konstantinides-Vladimirou
Teacher of English
Saint Neophytos Lyceum-Paphos-Cyprus
ID 585536
File No 10303
Tel. 99 541163
Email: katerina2c@cytanet.com.cy
Address: P.O. Box 64060, 8071, Paphos-Cyprus.

Paphos, 10 September 2010

Dear Colleague,

I am a teacher at Saint Neophytos Lyceum in Paphos - Cyprus, and I have an MA degree in Educational Leadership from the University of Nottingham. I am currently undertaking a doctoral degree through the University of Nottingham and I am doing a research as part of it. The theme of my research is: 'What motivates mid-career teachers to be active in the work of secondary schools, and what are the implications for leadership practices?'

The aim of this project is to find out the factors (e.g. needs, goals, and aspirations) that motivate mid-career teachers to be active participants in the work of secondary education, and how these impact upon school leadership practice. To achieve this aim, I am going to conduct my research in 6 secondary schools in Limassol and Paphos. I intend to interview the headteachers of these schools and two mid-career teachers (with 11-20 years of working experience) from each school in a one-to-one interview, and 6-7 students from each school in focus groups.

I would very much like to ask you to participate in an interview of about one hour duration, and to select 6-7 students of yours to take part in focus groups.

I would appreciate it if you agreed to participate in this project as participation in this project will help to increase general understanding of the factors that motivate mid-career teachers of secondary education to be active in their workplace, and of how these factors impact upon school leadership practice.

I am enclosing an information sheet for further information about the project. If you agree to participate, please complete the section that is included in the information sheet and send it to me.

Yours faithfully

Katerina Konstantinides

Appendix 6: Information sheet to teachers

I am currently a teacher at Saint Neophytos Lyceum in Paphos - Cyprus, and I have an MA degree in Educational Leadership from the University of Nottingham. This research is part of a doctoral degree I am undertaking through the University of Nottingham.

What is the project about?
The project is about mid-career teacher motivation. It aims to find out the factors (e.g. needs, goals, and aspirations) that motivate mid-career teachers to be active participants in the work of secondary schools and how these impact upon school leadership practice.

Who will be involved?
Six schools of secondary education situated in the towns of Limassol and Paphos will be involved. The headteachers of these six schools, and 2 mid-career teachers from each school will be interviewed one by one, and 6-7 students from each school will participate in focus groups.

What would it involve for you?
You will be asked to take part in one interview of about one hour duration in the first term of the 2010 – 2011 school year. The interview will be audio recorded and later transcribed.

How will data be treated?
Data collected will be treated in the strictest confidence and will only be reported in anonymised form, so you will not be identifiable in any material which results from this project. The audio recorded data will be stored as electronic files accessible only by the researcher and they will only be shared with the supervisors of this project and examiners of the course. Interview data (transcripts) will be made accessible to the participants on request.

Is participation voluntary?
Participation in this project is voluntary and you may freely withdraw from the project at any time without prejudice. Participation in this project, or any decision to withdraw from it, will have no impact on your status or career.

What is the potential benefit of participation?
It is hoped that participation in this project will help to increase general understanding of the factors that motivate mid-career teachers of secondary education to be active in their workplace. It could help participant mid-career teachers to reflect on motivational factors in a way that strengthens their motivation towards activity. It is also hoped that participation in this project will provide implications for leadership practice in secondary education. I will provide a version of my findings to all participants.

Contact details

Researcher: Katerina Konstantinides – Vladimirou (ttxkk@nottingham.ac.uk)
Supervisors: Dr Alison Kington (Alison.kington@nottingham.ac.uk) and Linda Ellison (Linda.ellison@nottingham.ac.uk)

Please complete this section if you agree to participate in this project and send it to me in the enclosed envelope with my address on (Katerina Konstantinides P.O. Box 64060, 8071, Paphos-Cyprus).

Name: .....

School: .....

I agree to participate in this project.

Signature: .....

Appendix 7: Participation consent form to teachers

Project title: Mid-career teacher motivation and leadership practices in secondary schools in Cyprus.

Researcher's name: Katerina Konstantinides-Vladimirou
Supervisors: Dr Alison Kington and Linda Ellison

- I have read the participant information sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that I will be audio recorded during the interview.
- I understand that the data will be stored as electronic files accessible only by the researcher and shared with the supervisors of this project and examiners of the course. Interview data (transcripts) will be made accessible to me on request.
- I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinators of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed ……

Print name ……

Date ……

Contact details
Researcher: ttxkk@nottingham.ac.uk
Supervisors: Dr Alison Kington (Alison.kington@nottingham.ac.uk) and Linda Ellison (Linda.ellison@nottingham.ac.uk
School of Education Research Ethics Coordinators: Professor John Holford, Dr Alison Kington, and Professor Roger Murphy.
Email Enquiries: e: educationresearchethics@nottingham.ac

Appendix 8: Letter to students

Katerina Konstantinides-Vladimirou
Teacher of English
Saint Neophytos Lyceum-Paphos-Cyprus
ID 585536
File No 10303
Tel. 99 541163
Email: katerina2c@cytanet.com.cy
Address: P.O. Box 64060, 8071, Paphos-Cyprus.

Paphos, 30 September 2010

Dear Student,

I am a teacher at Saint Neophytos Lyceum in Paphos - Cyprus, and I have an MA degree in Educational Leadership from the University of Nottingham. I am currently undertaking a doctoral degree through the University of Nottingham and I am doing a research as part of it. The theme of my research is: 'What motivates mid-career teachers to be active in the work of secondary schools, and what are the implications for leadership practices?'

The aim of this project is to find out the factors (e.g. needs, goals, and aspirations) that motivate mid-career teachers to be active participants in the work of secondary education, and how these impact upon school leadership practice. To achieve this aim, I am going to conduct my research in six secondary schools in Limassol and Paphos. I intend to interview the headteachers of these schools, and two mid-career teachers (with 11-20 years of working experience) from each school in a one-to-one interview, and 6-7 students from each school in focus group interviews.

I would very much like to ask you to participate in a focus group of about 20-30 minutes duration together with 5-6 other students attending the secondary school.

I would appreciate it if you agreed to participate in this project as participation in this project will help to increase general understanding of the factors that motivate mid-career teachers of secondary education to be active in their workplace, and of how these factors impact upon school leadership practice.

I am enclosing an information sheet for further information about the project and a consent form. The information sheet includes a section that you will have to sign if you agree to participate. Your participation in the project will also be ensured through a signed consent form and through verbal consent prior to interviewing.

Yours faithfully

Katerina Konstantinides

Appendix 9: Information sheet to students

I am currently a teacher at Saint Neophytos Lyceum in Paphos - Cyprus, and I have an MA degree in Educational Leadership from the University of Nottingham. This research is part of a doctoral degree I am undertaking through the University of Nottingham.

What is the project about?
The project is about mid-career teacher motivation. It aims to find out the factors (e.g. needs, goals, and aspirations) that motivate mid-career teachers to be active participants in the work of secondary education and how these impact upon school leadership practice.

Who will be involved?
Six schools of secondary education situated in the towns of Limassol and Paphos will be involved. The headteachers of these 6 schools, and 2 mid-career teachers from each school will be interviewed one by one, and 6-7 students from each school will be interviewed in focus groups.

What would it involve for you?
You will be asked to take part in one interview of about 20-30 minutes duration in the first term of the 2010 – 2011 school year. The interview will be audio recorded and later transcribed.

How will data be treated?
The collected data will be treated in the strictest confidence and will only be reported in anonymised form, so you will not be identifiable in any material which results from this project. Data recorded will be stored as electronic files accessible only by the researcher and they will only be shared with the supervisors of this project and examiners of the course. Interview data (transcripts) will be made accessible to the participants on request.

Is participation voluntary?
Participation in this project is voluntary and you may freely withdraw from the project at any time without prejudice. Participation in this project, or any decision to withdraw from it, will have no impact on your studies now or in the future. Voluntary participation will be ensured prior to interviewing.

What is the potential benefit of participation?
It is hoped that participation in this project will help to increase general understanding of the factors that motivate mid-career teachers of secondary education to be active in their workplace. It is also hoped that participant students will reflect on how mid-career teacher motivation impacts on the teaching - learning practice in a way that strengthens their learning. I will provide a version of my findings to all participants.

Contact details

Researcher: Katerina Konstantinides – Vladimirou (ttxkk@nottingham.ac.uk)
Supervisors: Dr Alison Kington (Alison.kington@nottingham.ac.uk) and Linda Ellison (Linda.ellison@nottingham.ac.uk)

Please complete this section if you agree to participate in this project and give it to me at the time of the interview.

Name: .....

School: .....

I agree to participate in this project.

Signature: .....

Appendix 10: Participation consent form to students

Project title: Mid-career teacher motivation and leadership practices in secondary schools in Cyprus.

Researcher's name: Katerina Konstantinides-Vladimirou
Supervisors: Dr Alison Kington and Linda Ellison

- I have read the participant information sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my studies now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that I will be audio recorded during the interview.
- I understand that the data will be stored as electronic files accessible only by the researcher and shared with the supervisors of this project and examiners of the course. Interview data (transcripts) will be made accessible to me on request.
- I understand that I may contact the researcher or supervisors if I require further information about the research, and that I may contact the Research Ethics Coordinators of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed ……

Print name ……

Date ……

Contact details
Researcher: ttxkk@nottingham.ac.uk
Supervisors: Dr Alison Kington (Alison.kington@nottingham.ac.uk) and Linda Ellison (Linda.ellison@nottingham.ac.uk)

School of Education Research Ethics Coordinators: Professor John Holford, Dr Alison Kington, and Professor Roger Murphy.
Email Enquiries: e: educationresearchethics@nottingham.ac.uk

Appendix 11: Letter to students' parents

Katerina Konstantinides-Vladimirou
Teacher of English
Saint Neophytos Lyceum-Paphos-Cyprus
ID 585536
File No 10303
Tel. 99 541163
Email: katerina2c@cytanet.com.cy
Address: P.O. Box 64060, 8071, Paphos-Cyprus.

Paphos, 10 September 2010

Dear Sir / Madam,

I am a teacher at Saint Neophytos Lyceum in Paphos - Cyprus, and I have an MA degree in Educational Leadership from the University of Nottingham. I am currently undertaking a doctoral degree through the University of Nottingham and I am doing a research as part of it. The theme of my research is: 'What motivates mid-career teachers to be active in the work of secondary schools, and what are the implications for leadership practices?'

The aim of this project is to find out the factors (e.g. needs, goals, and aspirations) that motivate mid-career teachers to be active participants in the work of secondary education, and how these impact upon school leadership practice. To achieve this aim, I am going to conduct my research in six secondary schools in Limassol and Paphos. I intend to interview the headteachers of these schools and two mid-career teachers (with 11-20 years of working experience) from each school in a one-to-one interview, and 6-7 students from each school in focus group interviews.

I would very much like to ask for your permission to allow your child to participate in a focus group of about 20-30 minutes duration together with 5-6 other students attending the secondary school.

I would appreciate it if you agreed that your child participates in this project as participation in this project will help to increase general understanding of the factors that motivate mid-career teachers of secondary education to be active in their workplace, and of how these factors impact upon school leadership practice.

I am enclosing an information sheet for further information about the project and a consent form which you would have to sign if you agree on your child's participation.

Yours faithfully

Katerina Konstantinides

Appendix 12: Information sheet to students' parents

I am currently a teacher at Saint Neophytos Lyceum in Paphos - Cyprus, and I have an MA degree in Educational Leadership from the University of Nottingham. This research is part of a doctoral degree I am undertaking through the University of Nottingham. The theme of the project that I am undertaking is 'What motivates mid-career teachers to be active in the work of secondary schools, and what are the implications for leadership practices?'

What is the project about?
The project is about mid-career teacher motivation. It aims to find out the factors (e.g. needs, goals, and aspirations) that motivate mid-career teachers to be active participants in the work of secondary education, and how these impact upon school leadership practice.

Who will be involved?
Six schools of secondary education situated in the towns of Limassol and Paphos will be involved. The headteachers of these six schools, and 2 mid-career teachers from each school will be interviewed one by one, and 6-7 students from each school will be interviewed in focus groups.

What would it involve for your child?
Provided that your consent is gained, your child will be asked to take part in one interview of about 20-30 minutes duration in the first term of the 2010 – 2011 school year. The interview will take the form of a discussion between your child and 5-6 other children attending the secondary school. The interview will be audio recorded and later transcribed.

How will data be treated?
Data collected will be treated in the strictest confidence and will only be reported in anonymised form, so your child will not be identifiable in any material which results from this project. The audio recorded will be stored as electronic files accessible only by the researcher and they will only be shared with the supervisors of this project and examiners of the course. Interview data (transcripts) will be made accessible to the participants on request.

Is participation voluntary?
Participation in this project is voluntary and your child may freely withdraw from the project at any time without prejudice. Participation in this project, or any decision to withdraw from it, will have no impact on your child's status or studies.

What is the potential benefit of participation?
It is hoped that participation in this project will help to increase general understanding of the factors that motivate mid-career teachers of secondary education to be active in their workplace and that it will provide implications for leadership practice. It is also hoped that participant students will reflect on how mid-career teacher motivation impacts on the teaching -learning practice in a way that strengthens their learning. I will provide a version of my findings to all participants.

Contact details

Researcher: Katerina Konstantinides – Vladimirou ttxkk@nottingham.ac.uk
Supervisors: Dr Alison Kington alison.kington@nottingham.ac.uk and Linda Ellison (linda.ellison@nottingham.ac.uk)

Appendix 13: Participation consent form to students' parents

Project title: Mid-career teacher motivation and leadership practices in secondary schools in Cyprus.

Researcher's name: Katerina Konstantinides-Vladimirou
Supervisors: Dr Alison Kington and Linda Ellison

- I have read the participant information sheet and the nature and purpose of the research project has been explained to me. I understand and agree that my child takes part.

- I understand the purpose of the research project and my child's involvement in it.

- I understand that my child may withdraw from the research project at any stage and that this will not affect his/her status or studies now or in the future.

- I understand that while information gained during the study may be published, my child will not be identified and his/her personal results will remain confidential.

- I understand that my child will be audio recorded during the interview.

- I understand that data will be stored as electronic files accessible only by the researcher and shared with the supervisors of this project and examiners of the course. Interview data (transcripts) will be made accessible to me or to my child on request.

- I understand that I may contact the researcher or supervisors if I require further information about the research, and that I may contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my child's involvement in the research.

Signed ……...

Print name ……

Date ……..

Contact details
Researcher: ttxkk@nottingham.ac.uk
Supervisors: Dr Alison Kington (Alison.kington@nottingham.ac.uk) and Linda Ellison (Linda.ellison@nottingham.ac.uk)

School of Education Research Ethics Coordinators: Professor John Holford, Dr Alison Kington, and Professor Roger Murphy.
Email Enquiries: e: educationresearchethics@nottingham.ac.uk

Appendix 14: Interview guide for teachers

Teacher Motivation

Before I ask you about teachers specifically, I'd like to ask you about 'motivation' as a general concept. How do you interpret 'motivation'?
.....

Please, think about specific 'motivated teachers'. What are the characteristics of a 'motivated teacher'?
.....

Do you think there are any additional aspects that characterise 'teacher motivation'?
.....

In this diagram, there are factors influencing teachers in five phases of their professional life. What other factors can you add to these?
.....

Do you think there is a particular phase in which teachers may experience a peak in their motivation for their job?
.....

Why, do you think, they reach a peak of motivation at this point?
.....

From your experience, at what point did you reach or will you reach a peak in motivation? Why did/will it happen at this specific point?
.....

Teacher motivation, climate, and intrinsic needs

Tell me about the school climate that would motivate teachers.

.....

Can you give me an example of whether this kind of climate exists in your school?
.....

How can the school climate in your school improve so that it motivates teachers?
.....

Tell me about the intrinsic needs that motivate teachers.
.....

To what extent, do you think, motivated teachers attain these needs?
.....

How can such intrinsic needs be met more satisfactorily?
.....

What, do you think, are the strong teacher intrinsic satisfiers?
.....

What, do you think, are the strong teacher intrinsic dissatisfiers?
.....

Teacher motivation and school leadership

As you see it, how are teachers in your school given opportunities to be involved in decision-making that would lead to school improvement?
.....

Could you explain some of these opportunities?
.....

How does the leadership style in the school support these opportunities?
.....

How can the headteacher create opportunities for teachers to be involved in decision-making that would lead to school improvement?
.....

Are there ways in which others in the school could play a part in involving teachers in decision-making about school improvement? Who? How?
.....

Appendix 15: Interview guide for headteachers

Teacher Motivation

Before I ask you about teachers specifically, I'd like to ask you about 'motivation' as a general concept. How do you interpret 'motivation'?
.....

Please, think about specific 'motivated teachers'. What are the characteristics of a 'motivated teacher'?
.....

Do you think there are any additional aspects that characterise 'teacher motivation'?
.....

In this diagram, there are factors influencing teachers in five phases of their professional life. What other factors can you add to these?
.....

Do you think there is a particular phase in which teachers may experience a peak in their motivation for their job?
.....

Why, do you think, they reach a peak of motivation at this point?
.....

From your experience, at what point did you reach a peak in motivation? Why did it happen at that specific point?
.....

Teacher motivation, climate, and intrinsic needs

Tell me about the school climate that would motivate teachers.

.....

Can you give me an example of whether this kind of climate exists in your school?
.....

How can the school climate improve?
.....

Tell me about the intrinsic needs that motivate teachers.
.....

To what extent, do you think, motivated teachers attain these needs?
.....

How can such needs be met more satisfactorily?
.....

What, do you think, are the strong teacher intrinsic satisfiers?
.....

What, do you think, are the strong teacher intrinsic dissatisfiers?
.....

Teacher motivation and school leadership

As you see it, how are teachers in your school given opportunities to be involved in decision-making that would lead to school improvement?
.....

Could you explain some of these opportunities?
.....

How does the leadership style in the school support these opportunities?
.....

How can the headteacher create opportunities for teachers to be involved in decision-making that would lead to school improvement?
.....

Are there ways in which others in the school could play a part in involving teachers in decision-making about school improvement? Who? How?

.....

Appendix 16: Interview schedule (extract from a teacher's interview)

Teacher Motivation

Before I ask you about teachers specifically, I'd like to ask you about 'motivation' as a general concept. How do you interpret 'motivation'?

Motivation is something that pushes you to do something. It's a driving force that pushes you. It's a reason why you decide to do something or why you want to do something. It is passion for your job which takes the form of a force. This is how I see motivation as a force that pushes you to act. It might come from different sources, different reasons.

Can you name some of these sources or reasons?

There is, how can I say it, material motivation and there is mental and spiritual motivation. There are several types of motivation but, I believe, despite its type, motivation always results in action, let's say. Motivation is a force that pushes you to action; it is direction toward action.

Can you describe this force that pushes you?

Look, it can be made of a clearly mental and spiritual nature but it can also be in the form of motives which push you to obtain a better position in your work but it always or most of the times, I believe, motivation pushes you to a positive action. For example several motives might push you to do a very good lesson.

Can you give examples of these motives?

Such motives could be your desire to develop very good relationships with your students, your desire to transfer what you know. You might want to show to others that you do a very good lesson in order for this to be later translated as a very good marking or as advancement in your field etc. You might love the children and do it from love to children because you feel that they need it and you feel inside you the need to help them as much as you can. You want to transfer the most of what you know to them, to make them active students rather than apathetic students who just sit and listen to the teacher. You want them to participate and you always seek to find new ways and methods of teaching to approach the children in the best possible way, to attract their interest. Having motivation is interesting for the teacher, too.

What do you mean by 'interesting'?

Motivation is a stimulus to the teacher. If you do it as a routine and repetition, you will end up feeling bored with your job, I believe. To have motivation means to have the desire to renew yourself, to want to do new things, to develop your personal contact with your students, and this makes your life interesting for yourself and for others.

Please, think about specific 'motivated teachers'. What are the characteristics of a 'motivated teacher'?

They are hard-working. They do not hesitate to devote much of their free time to prepare themselves for a lesson, to obtain more knowledge and skills that would help them do what they want to do successfully. They are usually people who collaborate with their colleagues because they want to create things together with others. I have said 'usually' because sometimes there are motivated teachers but

they want to work on their own. I prefer the teachers who are motivated and they work in a team because through teamwork you have to give and to take both in teacher teams and in the work you do in the classroom with the students and student teams. Teamwork is a field that we – Cypriots – have difficulty in doing.

We have difficulty.
We have a problem to work in teams not only teachers. We can see this difficulty among teachers especially when we are in seminars. When the person doing the seminar asks us to work in teams, we all get closed to ourselves and become reserved immediately, or there might be a leader in the team who will take all the burden and do the work and achieve of the team but this does not mean that there is teamwork or very little teamwork was done. The same thing happens with our students. Our students have not learned to work in teams. Of course, there is always a leader in a team, this is inevitable but there is the phenomenon of the weakest and the most introverted students to be closed to themselves and not to participate in the team at all while other students have the courage and clearly state it from the beginning that they want to do the task alone, 'I am going to do it on my own' they say. Sometimes they react against teamwork protesting that they work and others present their work, and they say 'Will I do the task and then someone else will present it as his work?' So, we have a lot to learn through teamwork; there are a lot of things we do not know, we lack and we need to learn about teamwork.

What exactly do we need to learn?
Both teachers and students need to learn how to work in teams because in depth, I think, we are a little selfish; we want to present something we have done as an individual work of ours and as something that no one contributed to its achievement except for ourselves. Also, we have difficulty in accepting that someone might have more knowledge than we have about something or that someone is better than us or that someone can apply more effective methods in his work than we do. We have difficulty in accepting this. We either become ironic or we say that he wants to show ff, he wants to show he is intelligent or he always wants to be a leader whereas at the same time we leave him to become a leader through our attitude. In teamwork, we leave one to have the leadership role and you might comment against this, you might make negative comments about him but you do not do something about it; you do not do something to be part of this leadership role or do something for yourself and for the other members of the team.

.....

Illustrated in this extract from a teacher's interview are questions which are prescribed in the interview guide for teachers (bold normal), and improvised or invented questions (bold italics).

Appendix 17: Interview guide for teachers with contingency plans.

Teacher Motivation

Before I ask you about teachers specifically, I'd like to ask you about 'motivation' as a general concept. How do you interpret 'motivation'?

- What does the term 'motivation' mean to you?
- Can you think of specific words or ideas that the term 'motivation' is associated with?
- Can you describe any feelings that 'motivation' encompasses?

Please, think about specific 'motivated' teachers. What are the characteristics of a 'motivated teacher'?

- Can you describe a 'motivated' teacher'?
- What would you like to say about motivated teachers' teaching methods?
- What would you like to say about motivated teachers' behaviour towards students?
- What would you like to say about motivated teachers' behaviour towards strong/weak students?
- What would you like to say about motivated teachers' behaviour towards their colleagues?

Do you think there are any additional aspects that characterise 'teacher motivation'?

- What else would you like to say about 'teacher motivation'?
- What kind of actions could be initiated from teacher motivation?
- What kind of feelings can motivation arise, sustain or enhance in teachers?

In this diagram, there are factors influencing teachers in five phases of their professional life. What other factors can you add to these?

- What else, do you think, influences teachers in these phases?
- What factors, do you think, influence teachers in these phases positively?
- What factors, do you think, influence teachers in these phases negatively?
- What, do you think, beginner teachers need in order to be active teachers?

Do you think there is a particular phase in which teachers may experience a peak in their motivation for their job?

.....

Why, do you think, they reach a peak of motivation at this point?

- What influences could make teachers' motivation reach the top?
- What factors would make you be highly motivated?
- Who would motivate teachers the most? Why? How?

From your experience, at what point did you reach or will you reach a peak in motivation? Why did/will it happen at this specific point?

- Can you associate that point with specific people or events?
- What happened?

Teacher motivation, climate, and intrinsic needs

Tell me about the school climate that would motivate teachers.

- Can you name some components of the school climate that motivate teachers?
- Which component of the school climate do you value more than the others?
- Why do you value this component so highly?

Can you give me an example of whether this kind of climate exists in your school?

- How do you feel in your school climate?
- What is the atmosphere in your school like?
- What is the atmosphere in the staff room like?
- Do you feel happy to be in this school?

How can the school climate in your school improve so that it motivates teachers?

- What kind of improvements would you suggest?
- What restricts such improvements from being implemented?
- What kind of things would you change for the better?

Tell me about the intrinsic needs that motivate teachers.

- What are some reasons encompassed in these intrinsic needs?
- Can you refer to one of the intrinsic needs that you have mentioned in more detail?
- What is the key need that you need to fulfil in your work context?

To what extent, do you think, motivated teachers attain these needs?

- Can you explain what you mean by 'high'/'low' extent?
- What, do you think, would considerably contribute to the fulfilment of these needs?

How can such intrinsic needs be met more satisfactorily?

- Who do you cast responsible for this? Why?

What, do you think, are the strong teacher intrinsic satisfiers?

- Why do you rate these satisfiers as strong?
- Can you give an example of something that has strongly satisfied you?

What, do you think, are the strong teacher intrinsic dissatisfiers?

- Why do you rate these dissatisfiers as strong?
- Can you give an example of something that has strongly dissatisfied you?

Teacher motivation and school leadership

As you see it, how are teachers in your school given opportunities to be involved in decision making that would lead to school improvement?

- Who gives teachers these opportunities?
- Can you give examples of these opportunities?
- What, do you think, restricts these opportunities?

Could you explain some of these opportunities?

- What happens in these opportunities?
- What, do you think, teachers do when they are involved in decision making?

How does the leadership style in the school support these opportunities?

- Can you give an example of what you say?

How can the headteacher create opportunities for teachers to be involved in decision making that would lead to school improvement?

- Can you refer to specific cases when the headteacher involves teachers in decision making?
- Can you describe the process of decision making?
- What do teachers do when they are actively involved in decision making?
- What do teachers do when they are involved in decision making by the headteacher?
- Can you describe the procedure that is followed when a decision has to be taken in a staff meeting?

Are there ways in which others in the school could play a part in involving teachers in decision making about school improvement? Who? How?

- Can you give an example of what you say?
- How can …… involve teachers in decision making?
- Can you describe a scenario that you experienced where you/a teacher/ were/was involved in decision making by another person or body?

Appendix 18: Focus group discussion guide for students

Teacher Motivation

Before I ask you about teachers specifically, I'd like to ask you about 'motivation' as a general concept. How do you interpret 'motivation'?

.....

Please, think about specific 'motivated teachers'. What are the characteristics of a 'motivated teacher'?

.....

Do you think there are any additional aspects that characterise 'teacher motivation'?

.....

In this diagram, there are factors influencing teachers in five phases of their professional life. What other factors can you add to these?

.....

Do you think there is a particular phase in which teachers may experience a peak in their motivation for their job?

.....

Why, do you think, they reach a peak of motivation at this point?

.....

Teacher motivation, climate, and intrinsic needs.

Tell me about the school climate that would motivate teachers.

.....

Can you give me an example of whether this kind of climate exists in your school?

.....

How can the school and classroom climate improve so that it motivates teachers?

.....

Tell me about the intrinsic needs that motivate teachers.

.....

To what extent, do you think, motivated teachers attain these needs?

.....

How can such intrinsic needs be met more satisfactorily?

.....

What, do you think, are the strong teacher intrinsic satisfiers?
.....

What, do you think, are the strong teacher intrinsic dissatisfiers?
.....

Teacher motivation and school leadership

As you see it, how are teachers in your school given opportunities to be involved in decision-making that would lead to school improvement?
.....

Could you explain some of these opportunities?
.....

How does the leadership style in the school support these opportunities?
.....

How can the headteacher create opportunities for teachers to be involved in decision-making that would lead to school improvement?
.....

Are there ways in which others in the school could play a part in involving teachers in decision-making about school improvement? Who? How?
.....

Appendix 19: Pre-modified interview guide for teachers

Teacher Motivation

Before I ask you about teachers, I'd like to ask you about 'motivation'. How do you interpret 'motivation'?

.....

Please, think about specific motivated teachers'. What are the characteristics of a 'motivated teacher'?

.....

Do you think there are any additional aspects that characterise 'teacher motivation'?

.....

Do you think there is a particular phase of a teacher's career when you may experience a peak in your motivation for your job?

.....

If you look at this diagram of teacher professional career phases, in which of these phases, do you think teachers reach a peak in their motivation?

.....

From your experience, at what point did you reach or will you reach a peak in motivation? Why did/will it happen at this specific point?

.....

In this diagram, there are some factors influencing teacher motivation. From your experience, what other factors affect teacher motivation in these phases?

.....

Teacher motivation, needs and goals

What, do you think, are the strong teacher motivators and demotivators?

.....

Tell me about the needs and goals that motivated teachers have.

.....

To what extent, do you think, teachers' needs and goals are met in the context of secondary education?

.....

Are there any ways in which teachers' needs and goals could be more satisfactorily addressed?

.....

Teacher motivation and school leadership

To what extent are teachers in your school encouraged to participate in the school leadership (e.g. decision-making, goal-setting)?
.....

As you see it, how many opportunities do you feel that teachers are given to make worthwhile contributions to the school leadership?
.....

Could you explain some of these contributions?
.....

In your opinion, which leadership models address teacher motivation?
.....

Can you explain these models?
.....

How can headteachers help to develop teacher motivation?
.....

Appendix 20: Pre-modified interview guide for headteachers

Teacher Motivation

Before I ask you about teachers, I'd like to ask you about 'motivation'. How do you interpret 'motivation'?

.....

Please, think about specific 'motivated teachers'. What are the characteristics of a 'motivated teacher'?

.....

Do you think there are any additional aspects that characterise 'teacher motivation'?

.....

Do you think there is a particular phase of a teacher's career when they may experience a peak in their motivation for their job?

.....

If you look at this diagram of teacher professional career phases, in which of these phases, do you think teachers reach a peak in their motivation? Why do they reach a peak at this point?

.....

From your experience, at what point did you reach a peak in motivation? Why?

.....

In this diagram, there are some factors influencing teacher motivation. From your experience, what other factors affect teacher motivation in these phases?

.....

Teacher motivation, needs and goals

What, do you think, are the strong teacher motivators and demotivators?

.....

Tell me about the needs and goals that teachers want to satisfy when they are motivated?

.....

To what extent, do you think, teachers' needs and goals are met in the context of secondary education?

.....

Are there any ways in which teachers' needs and goals could be more satisfactorily addressed?

.....

Teacher motivation and school leadership

To what extent are teachers in your school encouraged to participate in the school leadership (e.g. decision-making, goal-setting)?
.....

As you see it, how many opportunities do you feel that you give your teachers to make worthwhile contributions to the school leadership?
.....

Could you explain some of these?
.....

In your opinion, which leadership models address teacher motivation?
.....

Can you explain this model?
.....

How can headteachers help to develop teacher motivation?
.....

Appendix 21: Pre-modified focus group discussion guide for students

Teacher Motivation

Before I ask you about teachers, I'd like to ask you about 'motivation'. How do you interpret 'motivation'?

.....

What do you perceive 'teacher motivation' to be?

.....

Please, could you think about specific teachers that you know who you would describe as motivated - what are the characteristics of' motivated teachers'?

.....

Do you think there are any additional aspects that characterise 'teacher motivation'?

.....

Do you connect motivation with younger or older teachers?

.....

Do you connect teacher demotivation with younger or older teachers?

.....

If you look at this diagram of teacher professional career phases, in which of these phases, do you think teachers reach a peak in their motivation? Why, do you think, they reach a motivation peak at this point?

.....

Teacher motivation, and teacher needs and goals

What, do you think, are the strong teacher motivators and demotivators?

.....

Tell me about the needs and goals that motivated teachers have.

.....

To what extent, do you think, teachers' needs and goals are met in the context of secondary education?

.....

Are there any ways in which teachers' needs and goals could be more satisfactorily addressed?

.....

Teacher motivation and school leadership

To what extent are teachers in your school encouraged to participate in the school leadership (e.g. decision-making, goal-setting)?
.....

As you see it, how many opportunities do you feel that your teachers are given to make worthwhile contributions to the school leadership?
.....

Could you explain some of these contributions?
.....

How can headteachers help to develop teacher motivation?
.....